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PARTICIPANTS' PERCEPTIONS REGARDING THEIR MENTORING
RELATIONSHIPS IN THE STATE OF CONNECTICUT COMMUNITY-
TECHNICAL COLLEGE MINORITY FELLOWSHIP PROGRAM

A Dissertation Presented

by

VANESSA HARRIS

Submitted to the Graduate School of the University of
Massachusetts Amherst in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

MAY 2002

School of Education

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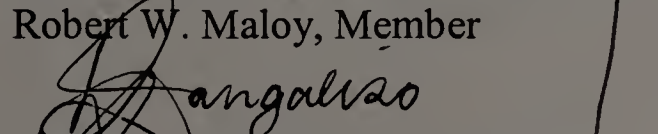
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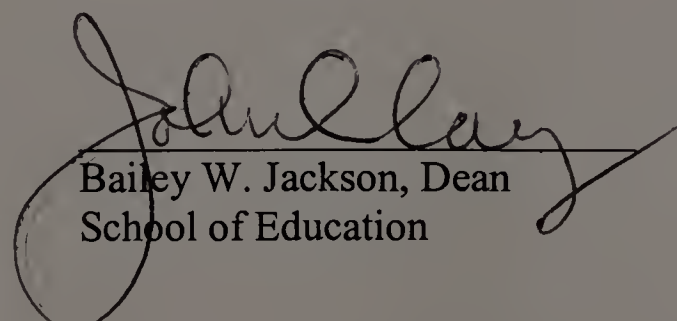
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ABSTRACT

PARTICIPANTS' PERCEPTIONS REGARDING THEIR MENTORING
RELATIONSHIPS IN THE STATE OF CONNECTICUT COMMUNITY-
TECHNICAL COLLEGE MINORITY FELLOWSHIP PROGRAM

MAY 2002

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Generally, mentoring programs are important in providing an opportunity for minorities to acquire the requisite training for their career advancement. Specifically, this particular dissertation examined a minority-based mentoring program from the perspective of the factors that were known to be crucial to success among participants in the Connecticut Community Technical Colleges Minority Fellowship Program.

This study examined data involving 106 African Americans, including Latino and Asian professionals between 1989 and 1999. The purpose of this study was

to explore the mentees perceptions of the Minority Fellowship Program and ascertain what factors contributed to the success or failure of their mentoring relationships. A five-point Likert type scale of 65 items and 10 open-ended questions were utilized to measure the perceptions of mentoring experience among the participants of the Minority Fellowship Program.

An overall analysis of the data revealed that the participants in the program felt a high degree of satisfaction with their goals and objectives throughout their involvement in the Minority Fellowship Program. Additionally, the training derived enabled the participants to become more effective in carrying out their assigned responsibilities. Furthermore, it was found that the participation provided the fellows a considerable opportunity to establish successful teaching/administrative careers within the community college system.

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CHAPTER I

INTRODUCTION OF THE STUDY

Mentoring has traditionally been crucial to success in higher education. Mentoring by veteran faculty and administrators, has provided support to younger as well as to less experienced staff in learning the system and helping them advance in their careers. Of far greater importance, however, is the fact the people of color are in critical need of mentoring in higher education. This is especially true with regard to those people of color who are attending or working on predominantly White college campuses. There is no doubt that for this latter historical group,¹ mentoring can ease stress and reduce the ambiguity of navigating a complex multiracial academic environment.

For people of color who advance the furthest, mentoring can help to lay the foundation for the right choices of career goals and strengthen their network of mentors (Thomas, 2001). It also provides linkages to the

¹ There are differences in historical, racial, and socioeconomic circles that support the need for developing mentoring leadership program for the people of color.

real world by lending support and advice, and helping the mentee to grow professionally. Mentoring also provides opportunities for personal, academic, and career development. For example, the unique relationship of mentor-mentee within the community of color offers learning experiences in which mentees have chances to explore and expand their talents. Since mentoring is a form of professional socialization, whereby a more experienced individual acts either as a guide, role model, teacher or patron of a less experienced protégé, the relationship is likely to further develop and refine the protégé's skills, abilities, and understandings (Moore, 1982).

As Huling-Austin (1989, pp. 3-18) found, "the heart and soul of mentoring is an outgrowth of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers." Mentoring is an ongoing process that is complex and challenging for the mentor and protégé. Much of this process relies on successful recruitment.

Programs are most successful when the recruiters monitor the success of their recruits (Rowe, 1977). According to Dunlap and Schmuck, (1995), mentors are essential to those aspiring to careers in educational administration. Many

minorities and women, for example, prefer and need same-sex, same-race or ethnic mentors. There are those who prefer mentors of their gender and ethnic backgrounds.

This author agrees that the seven strategies listed in the National Academy of Sciences National Academy of Engineering Institute of Medicine (NASNAEIOM) book (p. 15) entitled *Advisor, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering*, apply to all persons seeking a mentoring relationship:

In a broad sense, a mentor is someone who takes a special interest in helping another develop into a successful professional.

A fundamental difference between a mentor and an advisor is that mentoring is more than advising; mentoring is a personal as well as a professional relationship. An advisor might or might not be a mentor, depending on the quality of the relationship.

An effective mentoring relationship is characterized by mutual trust, understanding, and empathy.

The goal of a mentoring relationship is to advance the educational and personal growth of students.

A good mentor is a good listener.

Everyone benefits from having multiple mentors of diverse talents, ages, and personalities.

A successful mentor is prepared to deal with population-diversity issues, including those peculiar to ethnicity, culture, sex and disability.

Mentoring is important not only on a personal level but also on the institutional level. While protégés may

look upon the mentor as a career enhancer, institutions such as colleges should regard the mentor as a valuable scout and trainer (Moore, 1982). This means that how the mentor/protégé relationship develops is crucial to the mentoring process. Researchers Kram (1983) and Zey (1984) identified four stages of mentoring relationships among individuals in organizations in their early, middle, and later careers.

The four stages are: (1) Initiation, during which period the mentor is admired and respected for competence, while the protégé feels cared for, supported, and respected (2) Cultivation, during which period a bond is developed because each individual discovers the value of relating to one another (3) Separation, a period when the protégé becomes independent and competent. Feelings of loss characterize this stage and the relationship becomes less central, (4) Redefinition, a period when the relationship changes significantly into collegiality and friendship or into anger and permanent separation (Kram, 1983, p.608).

Zey's research (1984) utilized interviews of managers in corporations to examine how mentoring can assist participants in upward mobility. Like Kram, Zey found four mentor-protégé levels of development. In the first

Level, when the mentor is the teacher, the protégé receives instruction and organizational information regarding the internal mechanisms involved in achieving anticipated objectives. In Level 2, the mentor provides personal support and psychological counseling to the protege. This occurs through confidence building, enhancing the protégé's sense of self, and "pep talks." Then Level 3 occurs when the mentor intervenes on behalf of the protégé, as well as when he/she intercedes for the protégé when appropriate. The mentor stakes his/her reputation in the organization on behalf of the protégé. Level 4 is identified as sponsoring, and here the mentor nominates, sponsors, and/or recommends advancement within the organization or to other organizations (Zey, 1984, p. 14). Although, as Trimble argues (1992, p.46), the mentor and mentee contribute equally to the relationship, protégés can foster positive mentorships by cultivating behaviors beneficial to both parties. Both mentor and mentee must clarify needs and expectations and work toward "mutual agreements." Benefits of the relationship include nurturance and respect, dialogue, and positive feedback.

The benefits to the individuals involved in the mentoring program are enormous and abundant. Similarly, mentoring provides growth opportunities for organizational

development. Mentoring relationships give value to the mentee by helping individuals validate their strengths and reaffirming their professional worth. This is especially important considering that the number of mentoring relationships and mentorships available to minorities of color has not kept pace with the increasing number of new entrants into higher education who are in need of mentors (Jackson & Simpson, 1994). Without a mentor, people of color are often unable to obtain the sponsorship needed to direct their talents into a proper line of career advancement (George & Kumnerow, 1981; Solomon, Bishop, & Bresser, 1986; Stewart & Gudykunst, 1982).

Despite a current increase in mentoring programs, the numbers continue to reflect a decline in the participation of minorities in faculty and administrative positions in higher education (Tack & Patitu, 1992). This poses very serious and complex implications for the future of the mentor-mentee relationships in this country. One response to this problem has been the development of sponsored mentoring programs. Such programs are planned interventions that organize the mentor-mentee relationships and focus on the mutual commitment of the participants in creating relationships that maximize the learning of mentees. Mentors should act as sources of

influence to their mentees' educational, training, and employment opportunities. In some cases mentors should serve as sponsors to mentees, providing them with "heads-up" on employment and professional development opportunities.

Statement of The Problem

In the fall of 1988, the Board of Trustees of Community-Technical Colleges of Connecticut (CTC), in cooperation with a Coalition of professional staff unions, the Congress of Connecticut Community Colleges of the Federation of Technical College Teachers, AFT and the American Federation of State, County and Municipal Employees [Local 1303-148], established the Minority Fellowship Program (MFP).² This was done through a collective bargaining agreement between the Board and the Coalition. The program has been renewed annually since its formation. After 1999, however, the name was changed from the Minority Fellowship Program (MFP) to the Diversity Fellowship Program (DFP). This change reflected the increasingly diverse populations of students entering into the Connecticut Community-College System.

² This was confirmed through the Minority Fellowship Program Labor Management Initiative of the Connecticut Community-Technical Colleges.

There are twelve community colleges in the state of Connecticut. All twelve colleges have participated in the MFP, and are located in various regions of the state. This is a state funded program, which in essence is considered an umbrella program (mentoring program) via the state of Connecticut.

Each college has had at least one fellow from the program. These individuals were assigned a mentor with whom they would work closely throughout the duration of the program. Participants are expected to commit their time to this nine-month program.

The program was designed to strengthen racial and cultural diversity within the Community-Technical Colleges (CTC) workforce by promoting CTC as desirable environments for minority groups to establish careers. The first group of participants in the fellowship program was recruited in the spring of 1989 and the program officially began in the fall of 1989.

This research focuses on the participants of the Minority Fellowship Program (MFP) between the years 1989-1999. Although the program's name changed after the research was completed to the Diversity Fellowship Program, the program goals and objectives remained the

same.³ The Minority Fellowship Program of the Connecticut Community Colleges was designed to attract minority talents as permanent employees. As an attempt to encourage minorities to consider employment in the state of Connecticut, this was a bold new initiative aimed at creatively recruiting a diverse workforce of people of color to higher educational institutions. What makes this program unique is its mentoring design. For instance, fellows are assigned a mentor upon acceptance in the program, depending on their areas of interests. The goals of the program are achieved through the development of substantive relationships between mentors and fellows, both in their choices and development of a professional network to facilitate success in their goals (Gooden, Leary, & Childress, 1994).

A variety of mentor programs around the country provide a range of possibilities for field training and recruitment of minorities and are to be noted for mentoring minorities of color. Most of these mentor programs are targeted at working professionals, college

³ For the purpose of consistency, this researcher will identify the program by its original name—that is, The State of Connecticut Community-Technical Colleges Minority Fellowship Program.

students (first-time freshmen), and recent graduates.⁴

These programs are designed to provide students with academic support, assist them in their adjustment to campus culture and the academic environment, and sustain them throughout the pursuit of their educational and career goals. The growth of culturally diverse student populations and the inability to increase faculty and staff diversity are issues of great concern for colleges and universities (Collins & Johnson, 1990; Makay, 1990; Baker, 1990).

Colleges and universities are being pressured by their communities and accrediting agencies to increase the presence of minority faculty on their campuses (Wilson, 1988). A diverse faculty plays essential roles as mentors and role models. Also, faculty members from historically underrepresented groups bring a multi-cultural, multi-dimensional focus to the curriculum, institution, and broader community. Minorities add to the available pool of applicants that the state's institutions of higher education can draw upon for talented educators. However, there is currently a shortage of minorities in faculty and administrative positions in the community college system.

⁴ This is confirmed by the general examination of the literature review as well as by the field study undertaken by this researcher.

The goals of the MFP are to provide participants with hands on experience and the chance to work closely with a mentor as well as to attract minority talent as permanent employees. This is a way to retain minority presence in the Community College system by providing opportunities in faculty or administrative positions. Scholars believe that ethnic minorities will not fill these positions because there has been a decline in the number of minorities entering the higher education "pipeline" (Tack & Patitu, 1992; Leatherman, 1992; Juarez, 1991; Makay, 1990; Bunzel, 1990; Baker, 1990; Wilson, 1988).

The most dramatic decline can be found among African Americans entering and completing undergraduate school, and those continuing on to graduate or professional school. This decline is mostly due to inadequate academic preparation and/or lack of financial resources (Wilson, 1988; Juarez, 1991). For example, in the state of Connecticut many colleges and universities are geographically located in areas that are least attractive to minorities. Colleges and universities in Connecticut cite the following barriers to diversifying their institutions (1) an unwillingness of potential candidates to relocate to areas that lack the support of a minority community (2) a shortage of minority candidates with

doctoral degrees, and (3) their inability to compete financially with larger, well-known institutions that offer candidates better salaries and fringe benefits (Makay, 1990).

Mentoring programs are important in providing an opportunity for minorities to acquire the requisite training in their career advancement. Without a mentor, minorities are often unable to obtain careers in higher education. Few studies examine professional and career development on mentoring programs for minorities. This dissertation sought to address this gap in the literature by examining the mentoring relationships between the mentor and mentee, as a determinant indicator of success in minorities' career development.

This is a quantitative study with qualitative interview questions. Data collected from the participants in the Minority Fellowship Program provide insights into the effectiveness of the program. Participants' perceptions while participating in the Minority Fellowship Program (MFP) provided an in-depth understanding of the professional relationships between the mentor/mentee and its impact on the participants' career development.

The research questions guiding this study are:

- 1) What factors did the mentees perceive as crucial to their determination to complete the Fellowship Program?
- 2) What factors did mentees perceive as making significant differences to their mentoring relationships?
- 3) What factors in their mentoring relationships did mentees perceive in influencing their professional development?
- 4) Did the mentees perceive that the program had adequate resources to meet their needs?

Purpose of the Study

The purpose of this study is to provide a conceptual fabric of personal information for analysis in understanding minority mentees perceptions of the MFP and to ascertain what factors contributed to their achievement while participating in the program. This study will further explore which characteristics and qualities of the mentoring relationships contributed to the success or failure of the relationships from the perspectives of the mentees.

Significance of the Study

An extensive literature search found a large body of research on mentoring, stages of mentoring relationships, and its effects on career development in academe. However, there is limited research on mentoring programs in relation to increasing minority representation in administration or faculty positions in higher education and within community colleges. Also there was no identifiable literature on regional mentor programs with similar characteristics as the program under study.

Most of the literature on mentoring programs in academe focuses on junior faculty, first-year undergraduate students, and peer mentoring. This study achieves a significant degree of importance because of its unique structure and purpose in seeking to develop a better framework for understanding mentor-mentee relationships. Several other factors highlight the important contributions of this study. First, the MFP attracts minorities within and outside of the State of Connecticut. Second, participants must have a minimum of six credits of graduate studies or must have completed a graduate program (masters degree or higher). Third, and perhaps the most important factor, there are no

identifiable models similar to the MFP in Connecticut for increasing minority representation in administration or teaching within a four-year institution in the New England region.

As a result, this study makes an important contribution for colleges and universities committed to increasing their pool of diverse candidates for administrative and faculty positions. This study provides useful data for institutions to use as they implement mentoring programs to assist in minority representation.

Limitations of the Study

This study was limited to the state of Connecticut in New England. Its major tenet was limited to an examination of the Minority Fellowship Program involving Community-Technical Colleges in the state of Connecticut. Therefore, the generalization of the findings may provide a limitation of this study. Additionally, the participants involved in the study were limited to people of color. This is another limitation to consider when comparing participants by racial and ethnic origin and gender. Also, the majority of participants were of African American descent.

This study attempted to seek out participants who participated in the Minority Fellowship Program from the years 1989-1999. It is easy to imagine the difficulty of finding a large number of individuals to participate in the research who were part of the program during this ten-year span.

Basic Assumptions

The following assumptions were formulated:

- 1) Mentors and protégés have mutual interests.
- 2) Mentors are committed to the program goals and objectives.
- 3) Mentor programs are beneficial for minorities to assist in their professional development.

Definition of Terms

The following terms provide more clarity to this study.

Community Colleges are two-year institutions that provide general and liberal education, career and vocational education and adult and continuing education (Baker, 1994).

A higher education administration career is defined as a series of jobs involving tasks of governance and

management that over time tend to have increasing responsibility, reward, and recognition (Moore, 1984, p. 9).

Mentoring is a process in which one person, usually of superior rank, achievement, and prestige, guides the development of or sponsors another person who is seen as the protégé (National Education Association, 1993, p. 17).

Mentor is a relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both (Healy, 1997).

Minority is used for Equal Employment Opportunity purposes. This term includes Black Americans, American Indians, Asian Americans and persons with Spanish surnames. The term is commonly used to describe persons not of the majority population with respect to race, color, religion, or ethnic background (Dejnoka, E. L., 1983).

Professional development is an activity leading to increased knowledge and competence in one's present position or enhanced qualifications for a more responsible position (Tinsley, 1984).

A protégé is a person who is less experienced in a particular job; one who develops expertise under the

guidance of a more experienced practicing administrator (Alleman, 1987).

This dissertation uses mentee interchangeably with the word protégé.

CHAPTER II

LITERATURE REVIEW

Overview of the History of Community Colleges

The goal of this chapter is to give a fuller understanding of how mentoring programs can be used as a professional development tool in increasing and recruiting minority faculty and administration representation on community college campuses. The chapter comprises four sections. The first section provides an overview of the history and mission of the community college. This is for the purpose of gaining an understanding of how the basic mission of the community college has not changed but how diversity has changed the mission at a rapid pace. The second section discusses ways for increasing minority faculty recruitment within the community college system. This is in response to the increasing enrollment and needs of students of color. The third section examines the benefits of mentoring relationships, while the fourth section outlines model programs by looking at their practices and effectiveness.

Some scholars have argued that the historical background of mentoring originated from Homer's Odyssey. Carruthers (1992) traces the historicity of "mentoring" as far back as 800 B.C. According to him, "Mentor" was the companion of King Odysseus. As a companion of the king, he was entrusted with the responsibility of being a teacher, advisor, friend, or a wise person as well as a counselor to his son, Telemachus, while he was off fighting in the Trojan War.

Mentoring has been linked to identifiable individuals who are committed to supporting junior members in an effort to remove organizational barriers and enhance their upward mobility (Hunt & Michael, 1983; Kram, 1985). Mentoring involves an interpersonal exchange between a senior and an inexperienced or junior colleague, in which support, as well as direction and feedback is provided regarding career plans and personal development (Dalton, Thompson, & Price, 1977; Hall, 1976; Levinson, et al, 1978; Kram, 1983). To Murray (1991), the purposes of mentoring involve the matchup of two individuals—of which one is of a lesser skill—while the other is of a higher skill. Viewed in this context, the planned outcome is for the lesser skilled person to achieve a specific

competence, which, in turn, impacts on both his positive recruitment as well as retention.

As we enter the 21st century, it is undeniable that community colleges are experiencing an increasingly diverse student population, who need direction through mentor-mentee programs. Community Colleges are being challenged to meet the needs of these diverse groups of students. How successfully they will to embrace students who are representative of different races, classes, genders and ages will depend largely on their commitment to diversity.

Historically, community colleges were established for communities that represented diverse constituencies. Diverse constituencies were identified as low-income students and adult learners who needed an opportunity to earn a college education. Community colleges have stood for open admission, geographic proximity, and financial affordability to students in the community (Baker, 1994). Numerous writers have described these groups as "disadvantaged" and at worst, as "oppressed" (West, 1990; Gates, 1986; Lorde, 1984).

In 1901 the first community college, Joliet Community College, was founded in Joliet, Illinois. Doors opened with much fanfare at the country's self-proclaimed

first independent public junior college (Eells, 1931). There was rapid growth in the 1920's, 1930's, and the 1960's of the community college system. By the 1970's this pace had slowed to half the growth rate of the 1960's with regard to the number of community colleges and enrollment (Dougherty, 1994).

Kelly and Wilbur (1969) cited the period from 1901 to 1920 as the initial period of public two-year colleges development. They describe the period from 1921 to 1947 as focusing on occupational program expansion and, the period from 1948 to the present as a period of comprehensive community college development.

Thornton (1966) described earlier growth periods, and characterized the evolution of the two-year college in three stages. From 1850 to 1920 was the period of education for transfer; 1920 to 1945 was a period of expanding occupational programs; and from 1945 to the present was the period when community services were added to the junior college, evolving into the name community college. The rapid growth of the 1960's was due to the curriculum, accessibility, and adaptability to ever changing societal needs (Palinchak, 1973).

It is clear that historical circumstances have forced higher education to reassess the quality and academic

standards of the students it admits. Higher education must redirect students whose academic standards are much weaker to enhance their chances of success at the college level. Baker (1986) argues that the purpose of the two-year college is to provide developmental, remedial, and college preparatory courses in addition to collegiate level courses. Community colleges have to face the challenges of diversity in the 21st century by embracing and providing support for students' personal and academic growth. One way of meeting these challenges is through minority recruitment.

Minority Faculty Recruitment at Community Colleges

Where America's racial minorities of color stand in relation to community-based career development programs is important. Community colleges are faced with important issues of increasing minority representation among full-time faculty on their campuses. In 1992, the U.S. Department of Education, through the National Center for Education Statistics, reported that the percentage of full-time instructional minority staff of two-year colleges for Blacks and non-Hispanics were 2.5 percent for males and 3.7 percent for females. Compared to Hispanics,

moreover, the male ratio was 2.5 percent to 1.6 percent female.⁵

As the number of minority students enrolled in community colleges continues to increase, the critical issues as to how to increase their representation among full-time faculty, require an examination. Community Colleges have to cope with meeting the challenges and demands of minority students' educational aspirations. Increasing minority faculty on community college campuses provides positive role models for individuals who have advanced in their educational achievements. With recurring diversity, white students are able to overcome their prejudicial thoughts about the intellectual capabilities of people of color. There is also an opportunity for white institutions of higher education, along with their predominantly white-oriented faculty members, to develop greater appreciation for and understanding of different cultural milieus within the multiracial workforce (Linthicum, 1989).

Not only are women, people of color, the poor and the working class systematically excluded from economic, educational, and social opportunities that are open to

⁵See my earlier notes on interviews and analyses of Connecticut's Minority Fellowship Programs of Community-Technical Colleges.

those having a higher place in the social structure, they also experience the world differently. In turn, these individuals must function where unequal power is maintained in a world that reinforces their disenfranchised positions (Shaw, Valadéz, & Rhoads, 1999). From the beginning these issues and concerns for diversity brought attention to the need to accommodate the rapidly growing urban population and an increasing diversity that would determine the levels of competition that this would later bring. This complexity has been created or embraced by the evolution and development of a citizenry of many talents, interests, abilities and backgrounds (Baker, p.3).

In order to increase minority faculty representation, community colleges should reconsider or consider their recruitment practices. To deal with issues of recruitment, a mentoring program should be considered. Traditionally, colleges and universities have designed mentoring programs as a way to increase retention of minority faculty. As Blackwell (1989) points out, in response to the civil rights movement two decades ago, strategies were implemented to increase educational opportunity for groups who were labeled "outsiders." These "outsiders" were referred to as African Americans,

Native Americans, Hispanics, Asians, and Pacific Islanders. In the late 1960's and early 1970's educational opportunities increased for these groups. But along the way, the commitment and strategies were lost. The 1990's saw a greater under-representation of minorities in higher education than in the decades of the 1960's and 1970's (P.8).

Benefits of Mentoring Relationships

There is a need to fully comprehend the benefits of having a mentor for the protégé. Positive professional development and career advancement require a shared initiative and willingness to invest time, energy, and emotions to legitimize success in the mentor-mentee relationships (Schulz, 1995). Mentoring relationships are developed through interactions between an older and younger person where the older person is trusted, loving, and experienced in guiding the growth and development of the protégé (Merriam, 1983).

For example, in *The Seasons of a Man's life* by Levinson et al (1978), the mentoring relationship is examined in terms of adult development theory. The Levinson research, based on 40 interviews with corporate

men, found that mentoring was not defined in terms of formal roles but in terms of the character and functions the relationships served. The mentor-mentee relationships were based on such roles as teacher, sponsor, guide, host, counselor, and intellectual—all of which encompassed the development of the required skills (p.98).

While mentoring relationships benefit both the mentor and the organization as a whole, the number of mentoring programs for underrepresented groups is small. In a review of mentoring programs for underrepresented groups, Haring (1997) found only a small number of mentoring programs in the higher education literature, and concluded that most of the mentoring programs have a great start while stalling shortly after. He found that most designs of mentoring programs were similar, and that it might be helpful to identify programmatic weaknesses.

Many factors determine a mentor-mentee relationship and the benefits to be derived by both participants. These benefits for the protégés and mentors fall into four broad categories: career advancement, networking, professional development, and personal identity (Wright & Wright, 1987). For the mentoring relationship to be successful, a mutual understanding and a willingness to invest time and energy are required. The mentor and

protégé should have similar research interests that enhance the professional development of the protégé. The mentor benefits by receiving respect and recognition from his/her colleagues and institution, and gains a sense of personal achievement in enhancing the protégé's technical skills, knowledge and self-esteem.

The protégés benefit throughout the mentoring relationship by having the opportunity to strengthen both their intellectual and professional growth. The advantages for the protégé include: 1) mentors provide protégés with technical skills while providing encouragement toward their career aspirations; 2) networking provides them with influential contacts, and their visibility within the organization is increased; 3) The protégés' professional development is enhanced by receiving organizational exposure and invaluable insights within the profession they wish to pursue, and 4) protégés' personal identity is enhanced by receiving the monitoring and approval of their progress in their personal growth by building confidence and self-esteem (Wright & Wright, 1987). When the protégé receives respect and admiration from his/her mentor, the mentor benefits as well through the personal satisfaction of

assisting the development of the protégé's professionalism.

No doubt, mentoring has had mixed results of mentoring on individuals and their organization. Zey (1988) found a decrease in the pool of qualified professionals, therefore corporations had to find ways to reduce their turnover. Zey described how mentoring can provide corporations with recruitment tools as a way to attract applicants while providing protégés with advice and counsel and an opportunity for open communication.

Earlier, Zey (1984) conducted research on the mentor-protégé relationship. Based on 100 interviews from a corporate perspective, with middle and senior managers, Zey found that protégés could gain upward mobility through the help of their mentors. He further outlined how mentors market their protégés by protecting them from organizational pressures and becoming their personal counselors and support system (1984, p.3).

Given the changing composition of the workforce, organizations are faced with the challenges of reaching out to minorities and women in a way that will improve their opportunities for success in climbing the corporate ladder (Landis, 1990). This is also true for higher education in meeting the needs of underrepresented groups.

It is critical to acknowledge the importance of mentoring for minority faculty members who are aspiring to tenured faculty positions and administration.

The success of mentoring relationships depends on the support and commitment of the institution and the individual mentors. There are drawbacks if the mentoring relationship is unsuccessful. For example, as Landis (1990, p.4) stated, the protégés may become discouraged and not as enthusiastic about the process. In turn, the mentee could have negative reactions in the way they perceive the profession as a whole. Current research states that success in these relationships occurs when the matching of the mentee and mentor considers the characteristics and needs of each individual. These individuals may represent various backgrounds, therefore care must be taken when matching the mentor and mentee because of their diverse backgrounds.

Formal Mentoring Programs

In the past decade, mentoring programs have been established at colleges and universities to support and encourage members of minority groups to enter and achieve success within higher education (Welch, 1997). The

numbers are disproportionately low for minority students and faculty participation in higher education. Some mentoring programs are successful in recruiting and retaining minority faculty. These are good first steps; the tough issues are how to continue to enhance their chances for success.

The following are examples of mentoring programs that have been successful in providing training and mentoring opportunities for individuals interested in faculty or administrative positions.

1) A Formal Mentoring Program for Junior Female Faculty at the University of Illinois, Carbondale

This program was designed to study women's issues and concerns on campus. The Office of University Women's Professional Advancement (UWPA) was created to enhance opportunities for women's professional development at Southern Illinois University, Carbondale. The university implemented a formal program targeting junior faculty that was entitled the Faculty Mentoring Program. In 1987, a task force was established to examine the needs and concerns of women on campus. Then, in 1988 the program was launched. The primary goal of this program was to

address the reality of the low percentages of women tenured faculty within the university.

The Faculty Mentoring Program is a formal mentoring program that pairs young individuals with mentors who are more experienced senior faculty. The goals of the mentoring relationship are to assist the protégés professional growth, career advancement, requirements for tenure, and to introduce them to the university system. This Formal Mentoring Program is goal oriented and requires orientation and training sessions, trial periods, monitoring and evaluation and flexibility, all of which are components of successful mentoring programs (Newby and Heide, (1992).

The newly hired tenure-track female faculty member is given a choice to pair with a senior faculty member or with someone from outside the department. The requirements of the protégé include the following, the protégé is pursuing tenure and promotion, is responsible for her own growth and development, is actively engaged in challenging assignments, and receptive to feedback and counseling. The mentors need the following characteristics; they should be tenured, willing to work with new women faculty and supportive of women and women's

issues, and actively involved in scholarly work (Stockdale, Hall, Deniston, William, 1994).

Chao, et al. (1992) noted that informal matching of the mentoring relationships allows an opportunity for the mentor-protégé to develop naturally and benefits the protégé's career development. Chao further stated that the psychosocial benefits were positive in relation to the protégés' career outcomes, job satisfaction, organizational socialization, and salary.

While Noe (1988) found that academicians who were aspiring to administrative positions were most successful when formal matching of the mentor-protégé was done. Noe found that female protégés who were highly motivated in their careers experienced greater psychosocial benefits from the mentoring relationship more so than their male counterparts. This was also true for individuals who were older and more experienced.

Training is required for both mentors and protégés. The program provides three separate orientation meetings prior to the start of the program. Orientation for the protégés involve discussion of the mission and goals of the mentoring relationship, benefits and responsibilities for the protégé, and other functions such as career planning, workshop development, and evaluations.

The orientation meetings for those who are participating as mentors focused on the same areas as outlined for the protégé. The mentor is given a choice of roles they would like to perform throughout the program. This list includes model, facilitator, liaison, listener, reactor, coach or sponsor. Their choice is discussed with their protégé so that their role is clearly understood from the start of the program. Both parties are required to sign written agreements of their responsibilities and requirements. These include but are not limited to confidentiality, frequency and duration of meetings and their roles.

The coordinator of the UWPA Faculty Mentoring Program conducts surveys to determine topics for the program's workshops for the following year.

A final feature of this program is the evaluation process. This enables the program to focus on only areas of improvement.

As reported, only a few participants were hired for the tenure-track positions. This was due to budget constraints during the first year of the program.

2) The ACE Fellows Program

The American Council on Education Fellows Program (AFP) was established in 1965 to identify and prepare leaders for colleges and universities. This program was founded in an era when the community college movement was rapidly growing, teachers' colleges had become multipurpose institutions and higher education was experiencing rapid growth. Throughout this growth, administrative positions were not being filled. This was due in part to failure to educate and identify administrators to fill these positions.

The creation of the Fellows Program as well as other programs was designed to train administrators. In 1965 the ACE established the Institute for Educational Management (IEM), in addition to a six-week course for presidents and senior administrators. Several other programs were created. These included the Claremont Women Administrators Program, and the Higher Education Management Institute (HEMI), which no longer exist. The Higher Education Resource Services (HERS) at the Bryn Mawr Institute for Women in Higher Education Administration is currently in operation.

The ACE Fellows Program has endured and has continued its mission of identifying and training college and university administrators. The Fellows Program has

received continued support from the higher education community. This support is evident by institutional leaders who attest that the Fellows Program is successfully accomplishing its goal (Chibucos & Green, 1989)

Part of the success of the program is the opportunities that are provided for fellows during their training. These are some of the benefits that fellows acquire through observation and participation; 1) learn the functions of administrative leadership organization, 2) develop the ability to establish contacts with administrative officers of various levels, 3) observe the decision making process at these levels, and 4) establish relationships with the president, and the broader community which includes the business community, governing board and the legislature.

The majority of the participants are administrators and mid-career faculty. Candidates are nominated by their institution, specifically, by the president or chief academic officer. Their institutions are responsible for their salaries and benefits. The program encourages women, minorities, and community college candidates to apply. These candidates should have evidence of past leadership positions as a vice president, department

chair, dean, admissions or a research development officer, or a director of student affairs. Many candidates are successful in receiving promotions at their home institutions upon completion of the program. Their leadership skills and commitment to serving their institution are heightened.

Fellows have to design an individual learning plan for the year. This plan has to be approved by the institution and in agreement with the fellow. Activities include seminars, off-campus visits, national meetings, and other unique learning experiences that broaden and deepen their learning experience and perspectives on higher education.

This program has been modified throughout its existence. Research findings from evaluations of the ACE fellows program continue to identify its success in training individuals for influential leadership positions in higher education. These findings conclude by addressing the importance for the ACE fellows program to increase minority participation. This is worthwhile for the institution they serve and the individuals involved (ACE, 1993).

3) The West Virginia Graduate College

The West Virginia Graduate College created a Minority Faculty Fellowship Program to increase the presence of minority faculty on campus. The College's curriculum and programs are traditional. Its uniqueness is the mode of delivery. For example: (1) the College does not have a campus, (2) faculty travel to teach classes, and (3) distance education technologies are emphasized.

The goals of this fellowship program are to increase minority faculty representation, by recruiting minorities to geographical areas where there is a decline in the professional ethnic minority population, and to accept minority students who are working on their doctorates at the dissertation stage to provide them with exposure as graduate faculty members.

Fellows are selected to the program as full-time, non-tenured faculty members for a one-year fellowship, with an option to reapply for a second year. Their responsibilities include teaching one course fall and spring semesters, other duties that are expected of faculty members, and involvement in community and professional activities.

The first recruits of the program were five fellows who were in the final stages of their doctoral programs from the following institutions: the University of

Massachusetts; Washington University; Ohio State University; Pennsylvania State University; and Claremont College. Representation from different ethnic backgrounds included Hispanic, Chinese and African American.

4) Mentoring Program Standards

Dagenais (1996), identified fourteen successful mentoring programs were surveyed during 1995 for the purposes of devising a set of mentoring program standards. These mentoring program standards were gathered from the survey instrument and outlined critical aspects of their mentoring programs. Individuals in this study were participants of mentoring programs across the United States and Canada and were members of the National Staff Development Council Mentoring Applications Network also known as the Association for Supervision and Curriculum Development Mentoring Leadership and Resource Network (ASCD).

Outlined below are the mentoring programs that participated in this study. Findings identified five critical dimensions of successful mentoring programs. Each program was identified under each dimension that was critical to their program.

1) Program Scope. This refers to program expectations, program size, and the various types of funding support that was available to the program. This funding could extend from departmental to statewide or provincial initiatives. These programs included the Illinois Mathematics and Science Academy's (IMSA) Summer "AD" Ventures Mentor Program, the Lower Kuskokwim School District Mentor Teacher Program in Bethel, Alaska, the Teachers for Chicago Program, and the Lowe's Beginning Practitioner Support System Program.

2) Mentoring Incentives. This is a very vital dimension of a mentoring program. Incentives are what attract individuals to participate as mentors. Incentives are usually given in the form of monetary stipends, release time or an honorarium from the university. Besides these incentives a person must have a degree of caring, commitment, and responsibility. Programs outlined here that provided incentives were Adlai E. Stevenson High School in Lincolnshire, Illinois, Wichita Public Schools Program, Cooperation teachers in the Austin Peay University Teachers Education Program in Clarksville, Tennessee, and the Iowa Beginning Practitioners Support System Program.

3) Mentor Training. There was a range of programs that provided no formal training, if any at all. Others were very sophisticated and organized in their approaches. These included: The dual level New Teacher Induction Program, Shore Regional High School, New Jersey, Eastern Illinois University Beginning Teacher Program, a collaborative effort with another Illinois Community School District, and The Governors State University Collaborative Induction Program in University Park, Illinois.

The two final dimensions are the mentor selection and matching process and the assessment and evaluation of the effectiveness of the mentoring experience. Each mentoring program has different models and guidelines. Program criteria and guidelines are generally the same, writing and communication skills, commitment and demonstrated excellence in teaching, and close contact with protégés. The mentor should provide support and information that is most meaningful to their professional development. This builds trust and helps ensure accountability within the relationship (Zachary, 2000).

Assessment and evaluation enable a program to focus on the maintenance or growth based on feedback generated

from participants that validates the efforts of the mentoring relationship.

These Mentoring Program Standards represent a guide for mentoring program designs and offer a framework where existing programs can be evaluated.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the methods used to conduct this research study of participants' perceptions regarding their mentoring relationships in the Connecticut Community-Technical College Minority Fellowship Program from the years 1989-1999. This chapter describes the sample, research design, procedures, and data analysis.

The research questions addressed by this study include: 1) What factors did the mentees perceive as crucial to their determination to complete the Fellowship Program? 2) What factors did mentees perceive as making significant differences to their mentoring relationships? 3) What factors in their mentoring relationships did mentees perceive in influencing their professional development? 4) Did the mentees perceive that the program had adequate resources to meet their needs?

Sample

The population for this study included participants in the State of Connecticut Board of Trustees Community-Technical Colleges Minority Fellowship Program, from the years 1989-1999.

I personally became interested in participating in the MFP after a colleague from the same graduate program encouraged me to apply to the fellowship program. This individual provided me with the application package that included all of the background information of the MFP, and names of individuals to contact. The individual continued to encourage me by sharing their personal experiences as a fellow in the program. After further inquiry of the fellowship program, I applied and a few months later were accepted into the program.

Once accepted into the MFP each fellow has to be able to commit nine months (an academic year), in the program. Throughout this time I began to become more knowledgeable about the concepts of mentoring and all that it entailed. My personal experiences as a mentee in the program enlightened my thought processes about mentoring relationships and how individuals and institutions could benefit from them. I became more and more curious about

the other fellows in the program and how successful their mentoring relationships and experiences were. At workshops provided for the mentors and mentees, many issues, feedback, and recommendations specific to their relationships emerged. A few mentees spoke candidly about their mentoring experiences and relationships. I took notes on the complexities of these mentoring relationships and considered this to be an interesting topic for further research.

After I completed the program, I began to think more seriously about conducting research on the fellowship program for a dissertation topic. I found a research article entitled "Organizationally Sponsored Mentoring (Kerr, Schulze, & Woodward, 1995)." The article identified mentoring as a mechanism to retain and recruit individuals into the academy. I reflected on the MFP goals and objectives and my personal experiences as a fellow, and decided this would become my research topic. After discussing this with the director of the program I was given their full support. At that point, I developed a cover letter explaining and outlining my research intent to the participants of the program (see Appendix A).

The researcher then devised a survey that was distributed to participants from the years 1989-1999.

Over this ten- year span, a total of 106 fellows participated in the Minority Fellowship Program. Initially the questionnaire consisted of 37 questions. The format of the questions were changed and constructed using the five point Likert scale format. Choices on the scale ranged from "strongly agree to strongly disagree," and "always to never."

This instrument was devised under the guidance of a research consultant in the School of Education. This individual provided many suggestions on the wording, format, length and scales.

Of the 106 surveys, 48 were returned with no forwarding address. Twenty-seven did not respond to the survey. This left a possible universe of 58 subjects to study; of this number, 31 responded to the survey.

There are a total of twelve community colleges in the State of Connecticut. Each college is assigned at least one fellow to participate in the program during each academic year. This individual is matched with a mentor who is either an instructor or an administrator of their assigned college.

There were 19 female and 12 male participants in this study. The participants held masters degrees or higher. The areas in which they held their degrees were education,

engineering, humanities & fine arts, natural sciences & mathematics, and social & behavioral sciences. All of the participants held positions in either two or four year colleges and universities, including private or public agencies or institutions. Their professional titles ranged from instructors, managers, directors, to full-time graduate student assistants. (See table 1 for demographic profile of the respondents').

Research Design

This study consists of quantitative and qualitative data obtained from a questionnaire distributed to 31 participants of the State of Connecticut Community-Technical College Minority Fellowship Program. This study design obtained a more thorough understanding of the participants' perceptions about the nature and extent of their mentoring relationships.

A pilot study was conducted in 1998 in which seven persons of color participated in a focus group on mentoring. These individuals represented a culturally diverse academic environment and different cultural points of view. The goals of this discussion were to gain input

and feedback in terms of their attitudes, needs, and perceptions on mentoring as it related to their personal experiences in their academic settings.

Questions were used to test possible responses on their perceptions about mentoring relationships and mentoring programs. The following questions were used in the focus group discussion. Responses from these questions allowed the researcher to identify themes that assisted in the development of the research survey.

1. What does mentoring mean to you? In your opinion, what is the role of a mentor? What is the role of the protégé and how does he/she relate to the mentor?
2. What is the role of mentoring in your career development?
3. Have you experienced any kind of discrimination in your career development because of your gender/ethnic/cultural/class identity? Has anybody helped you in dealing with these problems?
4. What do you think about cross-gender, cross-cultural, cross-racial mentoring? What might be some strategies to improve the quality of communication

between people coming from different cultural backgrounds?

5. What do you think about cross-discipline mentoring? Have you ever had a mentor/protégé from an academic discipline other than your own? What might be some advantages and disadvantages of cross-discipline mentoring?

6. Have you ever suffered from lack of sufficient academic support and guidance in your career? How did you deal with this lack of support?

Focus groups are used to assist in the construction of questionnaires. They can provide insight into the appropriate way to word as well as generate survey questions. Morgan (1997) further points out three ways that focus groups contribute to the creation of questions: (a) identifying domains that need to be measured in the survey, (b) determining the dimensions that make up these domains and (c) providing wording that can effectively convey the researcher's intent to respondents of the survey.

Focus groups are useful when topics or issues of language about a particular problem are relatively unfamiliar to the researcher (p.27).

Procedures

Participants of the (MFP) completed a questionnaire addressing their perceptions of their mentoring experiences while participating in the program.

The questionnaire was divided into four sections; section one outlined background information of the participants; section two outlined participants' perceptions in and level of satisfaction with the MFP; section three addressed participants' issues and challenges of the MFP; and section four presented ten open-ended questions that allowed participants to give feedback and recommendations of the Minority Fellowship Program.

A 5-point Likert-type scale ranging from "strongly agree to strongly disagree," and "always to never" was used to determine the respondents' opinions on questions about their mentoring experiences. A Likert scale is a measurement approach in which a set of items is created to reflect favorable to very unfavorable responses to issues or ideas by individuals in a sample (Adams & Schvaneveldt, 1985, p.161).

In an effort to receive a total of 106 mail questionnaires, three follow-up attempts were conducted.

Two follow-up attempts consisted of a cover letter and the survey and the third follow-up contained both the survey and cover letter and a web address. A Web page was designed for the possibilities of reaching those 27 participants who did not respond to the mail survey. Presumably, the majority of the population has access to the Internet either at home or work. "Cyberspace," the Internet, presents enormous possibilities in reaching a particular group that would normally be difficult to research (Coomber, R., 1997).

Participation in this study was voluntary. The participants were selected from a list of 106 fellowship participants ranging from the years 1989-1999. The Connecticut Community-Technical College Central Office of the Director of Affirmative Action provided the list of participants. Participants' confidentiality was ensured and each survey was coded after it was returned. The Web survey design consisted of the same questions that were presented on the mail survey. There were a total of 65 questions using the Likert scale and 10 open-ended questions. (See Appendix D)

The Web survey was designed for the participants' convenience. Participants only had to enter their response by clicking on a box that identified their chosen

answer. The responses to the open-ended questions were typed in square boxes. Once the participant completed the survey, they then clicked on an icon shaped as a mailbox, which sent the survey results to the researcher's e-mail address. After clicking on the mailbox icon, the participant could choose from a list of languages to receive a thank-you message for their participation in the survey.

The participants were given two weeks to complete the Web survey; this was the same amount of time given for the follow-up mail survey. Out of the 27 participants, no one responded to the web survey. Note that this same group of individuals also did not respond to the mail survey. There are various reasons why these participants did not respond. For example, these participants may not have completed the fellowship program, their mentoring relationships might not have worked; therefore they could not provide any positive feedback, their work schedules might have conflicted with the program, or they simply might have procrastinated and never gotten around to filling out the survey, or possibly did not own a personal computer.

Data Analysis

To analyze the data and identify each variable, the Statistical Package for the Social Sciences (SPSS) was used to conduct statistical analysis to obtain frequency distributions and descriptive statistics. SPSS is a program mostly used in educational research. SPSS is a comprehensive program used for the purposes of managing, analyzing, and displaying data (Borg & Gall, 1989).

Frequency distributions were generated in sections two and three of the survey. Johnson and Christensen, (2000) define descriptive statistics as data values of a variable arranged into a more interpretable form in an attempt to convey certain characteristics of the data. Frequency distributions are an arrangement of these data values and are rank ordered and the frequencies of the data values are shown, (pp. 360-363). Section two of the survey identified participants' perceptions about their level of satisfaction using a 5-point Likert-type scale to differentiate their perceptions ranging from "strongly agree to strongly disagree."

Section three of the survey also used a 5-point Likert-type scale ranging from "always to never." This

was used to measure participants' perceptions about issues and challenges they may have encountered in the MFP.

Cross-tabulations were not conducted in this study because of an uneven number of male and female respondents. Also, the majority of participants were African Americans. Therefore, this was a limitation in comparing responses by racial and ethnic origins.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

An analysis of the survey data reveals participants' perceptions about their level of satisfaction and issues and challenges they faced while participating in the Minority Fellowship Program.

Program participants stated their satisfaction by expressing how significant the fellowship program was in introducing prospective faculty and administrators to the Connecticut Community-Technical College System. The following sections offer evidence relating to each of the survey items. Section I: statistical summaries of the background information, section II: statistical summaries of results and section III: summaries of ten open-ended questions of participants' feedback and recommendations of the MFP.

A total of 106 questionnaires were sent to participants of the MFP ranging from years 1989-1999. From the total number of questionnaires sent to participants 31 (52.5 percent) were returned. The response rate was (29.24 percent).

Descriptive statistics were used to summarize the demographic data and frequencies were calculated on each demographic question. These were compiled to gain an understanding of the participants who took part in the Connecticut Community-Technical Colleges, Minority Fellowship Program.

Background Information

The racial composition of the participants in the Fellowship program was 27 (87 percent) African Americans, with 3 (9.7 percent) Latino and 1 (3.2 percent) of Asian American descent.

Their ages ranged between 20-60+, 5 (16 percent) were between the ages of 20-29, 12 (38.7 percent) were between 30-39, 5 (16 percent) were between 40-49, 8 (25.8 percent) were between 50-59 and 1 (3.2 percent) was 60 and up.

Of the 31 participants, 12 (38.7 percent) were male and 19 (61.2 percent) were female. Their marital status varied with 10 (32.2 percent) single, 15 (48.3 percent) married and 6 (19.3 percent) divorced.

These indicators of the participants' represent their performance as a fellow or with their mentoring relationships.

The demographic data reveal that of the 31 participants who responded to the survey, 18 (58 percent) were Teaching Fellows and 9 (29 percent) were Administrative Fellows, with two males and two females participating in both teaching and administrative roles. Each participant was assigned to one of the 12 Community-Technical Colleges in Connecticut. Candidates were given an opportunity to indicate their Community-Technical College campus preference. Decisions are based upon the candidate's area of interest and matching a mentor with similar interests.

Of the 31 fellows who responded to the survey, 30 (97 percent) completed the fellowship program, and 1 (3.2 percent) did not complete the program. If the respondent's answer was no, they were asked to explain why they didn't complete the fellowship program. This respondent stated that they had a full-time position.

In order to participate in the MFP, candidates must either be matriculated in or have completed a graduate program, have at least six credits completed in graduate studies, have an interest in a career in the community colleges, and commit to one year of employment if offered a full-time position in the Connecticut Community College System. Of the total of 31 respondents, 24 (77

percent) had a master's degree, 2 (6.4 percent) had a Bachelor of Arts or Bachelor's of Science degree, 2 (6.4 percent) earned PhD's and 3 answered other.

The demographic data indicated the areas of study where respondents held their degrees. These areas were education, engineering, humanities and fine arts, natural sciences and mathematics and the social and behavioral sciences. A more specific breakdown in Table 1 illustrates responses.

Table 1. Demographic profile of respondents.

Age Range	Number	Percent
20-29	5	16%
30-39	12	38%
40-49	5	16%
50-59	8	26%
60- up	1	3%
TOTAL	31	100%
Sex		
Male	12	38%
Female	19	62%
TOTAL	31	100%
Marital Status		
Single	10	33%
Married	15	48%
Divorced	6	19%
TOTAL	31	100%
Racial/Ethnic Group		
African American	27	87%
Latino	3	9%
Asian American	1	3%
TOTAL	31	100%
Educational Attainment		
Bachelor's degree	2	6%
Master's degree	24	77%
Doctoral	2	6%
Other	3	9%
TOTAL	31	100%
Fellowship Category		
Teaching Fellowship	22	71%
Administrators Fellowship	9	29%
TOTAL	31	100%

* Total percentage reflects rounding off of numbers.

Participants were asked to indicate the gender of their mentor, of the 31 total responses 15 (48.3 percent) were male and 16 (52 percent) were female. Participants indicated the race and ethnic background of their mentor, 3 (9.6 percent) were African/African American, 1 (3.2 percent) Latino/Latina, 26 (84 percent) White, Non-Hispanic and 1 (3.2 percent) Alaskan Native or Pacific Islander.

Participants indicated their satisfaction with the mentor/mentee matching process. Of the 31 total respondents, 27 (87 %) were satisfied and 4 (13 %) were not satisfied.

Respondents were asked how often they met with their mentor, 12 (38 %) met once a week, 13 (42 %) more than twice a week, 4 (13 %) once a month, 1 (3.2 %) more than once a month and 1 (3.2 percent) never.

Additional questions were asked pertaining to their participation in other professional development programs or positions they considered most important leading to their present position. These responses varied in programs, positions and titles.

Of the 31 total respondents 10 (32.2 percent) indicated they currently work in a two year college, 6 (19.3 percent) in a four year college/university, 4 (13

percent) at a private institution, 4 (13 percent) in a public institution and 7 (22.5 percent) other.

Respondents' total years of experience at their present employer ranged from less than one year to thirty years.

Results

There are various mentoring models designed for higher education settings. These models range from first year undergraduate students to adult learners, all of which serve different purposes by design. The Connecticut Community-Technical College System, Minority Fellowship Program was established in 1989 to encourage and increase minority representation and promote career opportunities in the Connecticut Community College System by attracting minorities as permanent employees.

This mentoring program is unique in its design because participants are selected based on their interest in beginning or advancing a career within the Connecticut Community Colleges. It is important to realize that these individuals must hold a graduate degree or are enrolled in a graduate program.

Findings indicate that the participants' professional development, mentoring relationships, and their overall involvement in program activities were significant to their success in the program.

Participants' Perceptions and Level of Satisfaction of the MFP

The respondents' answers to research questions (1-3) provided an opportunity to assess the importance of mentoring, and the significance of the roles of gender and race in relation to their fellowship experience. In regards to mentoring, of the 30 respondents, 19 (61.3%) indicated that mentoring was important to them. Respondents valued the rewarding experiences they received from their mentoring relationships.

Almost half of the respondents, 13 (42%) strongly agreed or agreed with the statement, "the gender of their mentor had a significant role in their Fellowship experience," whereas 10 (32.3%) disagreed or strongly disagreed with this statement.

By contrast, a question about race evoked a more mixed response. Eleven (35.5%) of the respondents strongly agreed or agreed with the statement that race had

a significant role throughout their relationship, whereas half of the respondents 15 (48.4%), disagreed or strongly disagreed with the statement. Based on the males' and females' responses to this question there were no significant differences. Both reported having been satisfied with their mentor and strongly agreed that their gender and race had a significant role in their fellowship experience. An interesting observation was noted in the responses of the respondents whose mentor was of the same gender, race and ethnicity. For example, a Latino male reported that having a mentor who was a female and of the same ethnicity made a significant difference in his mentoring experience. The responses to this statement were also supported by the African American respondents, whose mentors were of the same race. They indicated that having a mentor who was of the same race made it easier to relate on various issues. They also felt they could communicate openly and that they were fully supported throughout the process.

Overall, the majority of respondents were satisfied with the matching process of their mentor and it did not matter about their gender, race and ethnicity in relation to their mentoring experiences.

Survey questions 4 and 5 asked participants to state how supportive their mentors were in providing practical career information and the skills necessary to succeed in the program. Over half of the respondents, 16 (51.6%), indicated they had received advice and practical career information from their mentor. Of the 31 respondents, 24 (77.4%) strongly agreed or agreed with the statement "their mentor provided assistance in the development of skills necessary to succeed in the fellowship program." From these responses it can be concluded that their mentors understood how important the fellowship program was in their career development, and the responses suggest that their mentors were indeed supportive of the program's goals and objectives. Mentors may have viewed their role as an opportunity to assist someone who is interested in entering the academic field.

In this category (statements 6-8), respondents were asked to indicate if they received guidance from their mentor in developing realistic career goals and expectations, if their mentor monitored their progress and gave suggestions and alternatives, and provided them with resources and referrals throughout the program.

Of the 29 respondents who responded to the statement, 16(51.6%) strongly agreed or agreed with the statement

that their mentor guided them with their career goals and expectations. Fifteen (48.4%) indicated their mentor constantly monitored their progress and offered suggestions to assist them towards their goals, and 12(38.7%) further stated their mentor was very resourceful and often provided referrals that assisted in their success while participating in the fellowship program.

Responses to (statements 9-11) required respondents to reveal whether they were provided with an agenda of responsibilities that were clearly defined and challenging at the start of the fellowship program. Twelve (38.7%) respondents agreed they had an outline of responsibilities upon the start of the fellowship program, whereas 9(29%) strongly agreed with this statement.

Their satisfaction with their mentor's preparation allowed for specific goals and objectives to be accomplished. Another 15 (48.4%) indicated that their responsibilities were clearly defined. For the most part, when participants had an agenda upon the start of the program, their expectations were clearly defined and understood. As the data reveal, this was a major indicator of their success in the fellowship program, and their mentoring relationships.

Nearly half of the respondents, 13 (41.9%) responded to the statement "my responsibilities were challenging." Several respondents stated that they were challenged when given assignments that matched their skills and talents. These varied in the form of teaching and program development projects.

In this category of the questionnaire (statements 12-14), of the 30 respondents who responded to the statement "I was encouraged to develop professionally", 14 (45.2%) agreed and 10 (32.2%) strongly agreed to this statement. Nearly half of the respondents, 13 (41.9%) indicated they relied on colleagues for advice, whereas 22 (71%) agreed or strongly agreed that they were encouraged to propose projects within the community college where they participated as fellows.

These responses suggest that when mentees assignments were challenging and they were able to connect with other colleagues in the program about areas of concern and problems they may have experienced. They were able to perform effectively with a sense of accomplishment.

The questionnaire (statements 15-16) asked respondents to indicate specific benefits of the mentoring relationship. Of the 30 respondents, 17 (55%) strongly agreed or agreed that they maintain contact with their

mentor. Eight (25.8%) disagreed and 5(16.1%) strongly disagreed with this statement. In addition to this, a majority of the respondents, 25(80.7%) strongly agreed or agreed to the statement "mentor-mentee should be in the same or related field." On (item 17), 14(45.2%) of the respondents strongly agreed with the statement "my mentor communicated ideas, instruction and concerns effectively." In response to statement 18 similar results were obtained as in item 17, where 14(45.2%) strongly agreed that their mentors were committed to the program goals and objectives. It was apparent in the responses that when mentors were committed to the goals of the program and communicated effectively, mentees performed with confidence and enthusiasiam. As stated earlier in the literature, when mentors understand the importance of mentoring relationships everyone involved benefits, including the program and institution.

To statements 19-20, respondents cited areas where their mentor encouraged them to develop. For example, 14(45.2%) stated, "my mentor encouraged me to recognize my strengths and uniqueness while continuing to build on them." When feedback was given pertaining to their strengths and weaknesses, fellows' levels of confidence

were increased which allowed them to perform well and become more engaged in various program activities.

Mentors encouraging their mentees to develop creative skills are essential when establishing problem-solving techniques. Of the 30 who responded, 11(35.5%) strongly agreed and 8(25.8%) agreed to the statement "my mentor encouraged me to develop creative problem solving techniques." These responses suggest that their mentors supported their abilities to address effective ways of solving problems.

On item 21, 24(77.4%) of the respondents indicated that they strongly agreed or agreed with the statement "my mentor worked with me on issues of self-motivation, self-discipline and goal setting when needed."

Responses to (statements 22-24) revealed the respondents' perceptions of how participating in the fellowship program enhanced their interpersonal, decision making and leadership skills and style. Of the 30 respondents, 11(35.5%) strongly agreed and 12 (38.7%) agreed with the statement "the participation in the program enhanced my interpersonal skill."

In contrast to (statement 22), of the 30 respondents 11(35.5%) strongly agreed and 10(32.3%) agreed with the statement "the participation in the program enhanced my

decision making skills." Twenty-four (77.4%) of the respondents agreed or strongly agreed with the question "participation in the program enhanced my leadership skills and style."

Overall, participants' responses to these statements illustrated how beneficial the program was in allowing them to build on specific areas of their professional development.

In this category of (statements 25-27), respondents described their involvement in projects such as proposal/grant writing, curriculum development, and survey evaluation.

Responses to statement 25 indicated that 7 (22.6%) agreed and 9 (29%) disagreed with the statement "I was encouraged to participate in proposal/grant writing projects."

However, over half of the 30 respondents, 18 (58%) indicated that their mentor included them in curriculum development. Additionally, of the responses, 8 (25.8%) agreed to the statement "my mentor included me in survey evaluation." These results show that when mentors include their mentees in institutional projects, mentees experience a variety of incentives. These incentives included an opportunity to contribute to the ongoing

efforts of diversifying the community college, and having the opportunity of working closely with their mentors and other members of the community college.

Statements 28-29 asked if their mentoring relationship developed trust, respect and shared mutual interest. Over half of the respondents, 16(51.6%) strongly agreed with the statement, "throughout the fellowship program, trust and respect increased between my mentor and myself." Eleven (35.5%) of the 30 who responded strongly agreed to the statement "my mentor and I share mutual interest."

These responses provided insights into how positive attributes enhance the mentoring relationship, for example, trust, respect and mutual interest that otherwise can be seen as barriers throughout the mentoring process.

Statements 30-33 required respondents to reveal if the fellowship program influenced their decisions to consider becoming a professor or establishing a career in administration in a two-year or four-year college or university.

Out of the 30 who responded to this survey item, almost half of the respondents, 11(35.5%) agreed or strongly agreed that "The fellowship program greatly inspired my decision to become an administrator in higher

education," whereas another 11 (35.5%) disagreed or strongly disagreed with the statement.

Twelve (38.7%) of the 30 responses to the statement revealed, "The Fellowship Program greatly inspired my decision to become a professor in higher education."

Interestingly, similar responses to statement 30 indicated that of the 29 responses to the statement "The Fellowship Program inspired my decision to become an administrator within the community college system," 6 (19.4%) strongly agreed or strongly disagreed, whereas 5 (16.1%) agreed or disagreed with the statement.

Of the 30 respondents, 16 (51.6%) agreed or strongly agreed that the Fellowship Program inspired their decision to become a professor within the community college system. Meanwhile, 8 (25.8%) disagreed or strongly disagreed with this statement.

As mentioned earlier, the majority of mentoring programs are designed to recruit and in some cases retain individuals in academic settings. This fellowship program was unique in design where the program's primary goal was to attract and or recruit minorities into a state's community college system. Therefore, these responses should not be confused with the program's goals in increasing minority representation in teaching and

administrative positions. Responses identify what could be interpreted as an individual's personal preference of institutional choice.

(See table 2 for specific breakdown of questionnaire items).

Table 2. Participants perception and level of satisfaction of the MFP.

Questionnaire Items	SA	A	U	D	SD	Total
1. Mentoring is important to me	19	9	1		1	30
2. The gender of my mentor had a significant role in my Fellowship experience	6	7	8	6	4	31
3. The race of my mentor had a significant role in my Fellowship experience	6	5	5	11	4	31
4. My mentor was supportive in advising and providing practical career information	16	9	4		2	31
5. My mentor provided assistance in the development of skills to succeed	12	12	4	1	2	31
6. My mentor guided me in developing realistic career goals/expectations	9	7	6	4	3	29
7. My mentor monitored my progress and offered suggestions/alternatives	9	15	2	2	2	30
8. My mentor was resourceful and often provided referrals	10	12	3	2	3	30
9. My mentor outlined an agenda of responsibilities	9	12	4	5	1	31
10. My responsibilities were clearly defined	9	15	3	3	1	31
11. My responsibilities were challenging	10	13	5	2	1	31
12. I was encouraged to develop professionally	10	14	2	3	1	30
13. I relied on colleagues for advice	7	13	6	4	1	31
14. I was encouraged to propose/change projects	10	12	3	4	2	31
15. I maintain contact with my mentor	9	8	8		5	30
16. Mentor/mentee should be in same or related field	14	11	3	2	1	31
17. My mentor communicated ideas, instruction/concerns	14	9	5	1	2	31
18. My mentor was committed to the program goals/objectives	14	10	2	3	2	31
19. My mentor encouraged me to recognize my strengths and uniqueness	14	10	3	3	1	31
20. My mentor encouraged me to develop creative problem solving techniques	11	8	7	3	1	30
21. My mentor worked with me on self-motivation, discipline, and goal setting	8	7	8	5	2	30
22. The participation in the program enhanced my interpersonal skills	11	12	3	2	2	30
23. The participation in the program enhanced my decision making skills	11	10	5	3	1	30
24. The participation in the program enhanced my leadership skills/style	12	12	5	1	1	31
25. I was encouraged to participate in proposal/grant writing	1	7	8	9	5	30
26. My mentor included me in curriculum development	9	9	4	6	2	30
27. My mentor included me in survey evaluation	7	8	8	5	1	29
28. Throughout the Fellowship Program, trust and respect increased	16	7	2	3	3	31

29. My mentor and I shared mutual interests	11	9	5	2	3	30
30. Program inspired decision to become an administrator in higher education	6	5	7	5	6	29
31. Program inspired decision to become a professor in higher education	12	7	4	4	3	30
32. Program inspired decision to become an administrator in community college	6	5	7	5	6	29
33. Program inspired decision to become a professor in community college	8	8	6	4	4	30

Legend:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Statements using a 5-point Likert-type scale of "strongly agree to strongly disagree."

Participants Issues and Challenges of the MFP

The data in this section represent additional perceptions from the respondents about issues or challenges they may have experienced. The respondents were asked their opinions on specific research statements using a 5-point Likert-type scale of "always to never."

This category of questions 1-3 reveals how respondents' participation in various activities impacted the community college and the frequency of how often they may have experienced isolation within the community college as well as from their mentor.

Interestingly, of the 30 responses to this statement, 12(38.7%) indicated that their participation in activities and meetings impacted the culture of the community college. Nine (29%) stated they seldom experienced isolation within the community college where they participated. Half of the respondents, 15(48.4%) stated they had never experienced isolation from their mentor throughout their participation in the fellowship program.

Those respondents who stated they seldom experienced isolation within their community college, further indicated their mentors' lack of involvement in the program, saying that they never explained the culture of

the college, nor neither took the time to introduce their mentee to key members of the college community. These respondents expressed the difficulties of learning, for example, the politics of the community college that would have assisted in their completing the program successfully.

In regards to (statements 4-5), of the 30 responses to these items, 16(51.6%) indicated that their mentor constantly articulated his/her expectations of them. In addition, 14(45.2%) indicated that their mentor was often supportive of recommendations they provided.

This is supportive of the respondents' remarks that revealed their confidence and skills levels increased when their mentors provided space for the mentee to explore various opportunities other than their assigned agendas.

In statements 6-8, respondents indicated the frequency of their involvement in instructional and administrative activities. Thirteen (41.9%) stated that they often participated in instructional activities. In addition, 10(32.3%) of those surveyed further indicated that they participated in administrative activities.

Participants who were participating as a teaching fellow described their instructional activities as rewarding and challenging. They felt this was an

excellent program that provided them with exposure to teaching and the community college system.

Those who participated as an administrative fellow stated they were exposed to institutional politics and had the opportunity to experience the inner sanctions of decision-making.

In (statement 8), of the 30 responses, 12(38.7%) respondents indicated that their mentor often attended orientation activities.

These orientation activities were for the mentors and mentees to come together and share their mentoring experiences. Respondents revealed that this was an opportunity for them to discuss various issues related to their mentoring relationship. However, mentees who were accompanied by their mentors to the meetings gave positive feedback concerning their relationship. Those mentees whose mentors were not present expressed openly their criticisms about their mentoring relationship. Throughout respondents revealed having a positive, exciting and encouraging mentoring experience.

Responses to (statement 9), revealed that 11(35.5%) of the respondents indicated the program goals and objectives adequately met their expectations. All of which enhanced their satisfaction while participating in

activities related to their positions as fellows and the mentors commitment to the program. These findings are further supported in the analysis of questionnaire statement 38 that states "My mentor was committed to the program goals and objectives." To this end, respondents expressed how they kept their expectations high by showing initiative and listening intently to comments and suggestions given to them.

Responses to (statements 10), 9(29.0%) of the respondents reported "always" to the statement "How often were you responsible for planning, supervising and implementing programs and/or instructional activities?"

In the last category of responses, (statements 11-12), respondents were asked to reveal the frequency with which their mentor encouraged them to be risk-takers, and provided them with advice on how to achieve goals.

A majority (90.4%) of the respondents were almost evenly split with their responses when asked to indicate, "How often did your mentor encourage you to be a risk-taker," a frequency of six (19.4%) always; eight (25.8%) often; whereas, six (19.4%) half the time; eight(25.8%), seldom and three(9.7%) never.

The frequency of these responses indicated that their mentors strongly encouraged them to take risks by becoming

involved with various projects outside of those assigned to them. These could include committees, and learning the functions of other departments. This would allow them access to other resources within the community college if they were to encounter difficulty with individual assignments.

Finally, in statement 12, respondents were asked, "How often did your mentor give advice on how to achieve goals," half of the respondents 16(51.6%) indicated half the time or seldom to this statement. (See table 3 for specific breakdown of questionnaire items).

Table 3. Participants issues and challenges of the MFP.

	A	O	H	S	N	Total
1. My participation in activities/meetings impacted culture of community college	5	12	3	6	4	30
2. How often did you experience isolation within the community college	3	7	4	9	8	31
3. How often did you experience isolation from your mentor	3	2	5	6	15	31
4. My mentor constantly articulated expectations of me	8	8	5	6	3	30
5. I participated in instructional activities	11	13	6		1	31
6. I participated in administrative activities	2	10	3	5	9	29
7. How often did your mentor attend the orientation activities	8	12	4	3	3	30
8. The program goals and objectives met expectations	9	11	3	7	1	31
9. How often responsible planning, supervising and implementing programs/activities	9	8	7	3	4	31
10. How often did your mentor encourage you take risks	6	8	6	8	3	31
11. How often did your mentor give advise on achieving goals	7	6	8	8	1	30

Legend:

A = Always

O = Often

H = Half the time

S = Seldom

N = Never

Statements using a 5-point Likert-type scale of "always to never."

Participants Feedback and Recommendations of The Diversity Fellowship Program

The following comments are recorded in the participants' own words. These comments were made in response to 10 open-ended questions that this researcher developed in order to record the anecdotal reactions of the participants. These responses are listed under each statement heading and are unedited in order to preserve the spirit of the responses. Comments are separated in accordance with the positive and negative statements to the questions.

1) Describe your mentoring experience

Overwhelmingly, respondents viewed their mentoring experiences as being positive, challenging, encouraging, and exciting. For some of the mentees this was their first mentoring experience. Several of the mentees viewed their mentor as a guide, and a teacher who they could turn to for help and inspiration. Respondents emphasized how it was an excellent introduction to the teaching environment. Much of the respondents' feedback about their mentoring experiences was positive.

PARTICIPANT A: (a 30-39 year old African American Female)

It was helpful to have a mentor so I have someone that I can refer to with questions or help in a particular area.

PARTICIPANT B: (a 40-49 year old African American female)

The mentoring experience was a very positive experience for me. I developed many contacts and relationships throughout the college community. Mostly, my mentor is one of my closest friends/colleagues at the college.

PARTICIPANT C: a 30-39 year old African American female)

My mentor was "wonderful." It helped me develop as a teacher and as a professional.

PARTICIPANT D: a 30-39 year old African American male)

Both of my mentors were positive, informative and master teachers. This gave me the added confidence to succeed at this level.

PARTICIPANT E: (a 30-39 year old African American male)

The experience has not only helped me understand the Community College System, but it has also allowed me to meet with others in the profession that I want to be in.

PARTICIPANT F: (a 30-39 year old African American female)

This was an excellent opportunity for me to have an open door via the fellowship program to teach at the Community College Level. I was not prepared for the joy I would receive.

PARTICIPANT G: (a 40-49 year old African American male)

This has been a very good experience for me so far. My mentor and the entire college community has been supportive and made me feel included.

PARTICIPANT H: (a 20-29 year old Latina female)

I thought it was nice. It was definitely helpful, but not crucial to the whole experience.

Listed below are a few negative comments to this question.

PARTICIPANT I: (a 40-49 year old African American female)

Fair, hot/cold, sometimes there were tensions. I honestly believe the mentor was participating in the

program because they were instructed to. She lacks "personal commitment" to African Americans.

PARTICIPANT J: (a 30-39 year old African American male)

Not one I would have consciously chosen but taught me a lot.

PARTICIPANT K: (a 30-39 year old African American male)

Not very rewarding.

2) If you had a positive relationship with your mentor, list three reasons why the relationship worked.

Several of the respondents expressed enthusiasm about having a positive relationship with their mentor. Many emerging similarities were evident to this statement, for example, having "mutual respect." Here are a few responses that reflect these mentees' personal reasons why their relationship worked:

PARTICIPANT A: (a 40-49 year old African American male)

- 1) Mutual respect.
- 2) Mutual support.
- 3) A general interest in the program.

PARTICIPANT B: (a 30-39 year old African American Female)

- 1) Mutual respect.
- 2) Mentor had faith in my abilities as a professional.
- 3) Mentor sought my input into curriculum and implemented my ideas for change.

Interestingly, many of the respondents stated that their mentor was supportive in allowing them to explore their creativity and in turn their mentors spoke openly about their progress. Here are a few additional supporting comments to this question.

PARTICIPANT C: (a 40-49 year old African American female)

- 1) Mentor was open to suggestions.
- 2) Always had time to answer my questions.
- 3) Told me what "seemed" to be the truth about the community college.

PARTICIPANT D: (a 40-49 year old African American female)

- 1) My mentor was truly bias-free.

2) My mentor had a commitment to my success in the program.

3) The administration (President, Academic Dean & Department head) were all supportive of the fellowship program and its mission.

PARTICIPANT E: (a 30-39 year old African American male)

1) Knowledgeable educators.

2) Nurturing and positive.

3) Encouraged risk-taking and creativity.

There were a few engaging remarks that respondents gave concerning "race" and how this impacted their mentoring relationship.

PARTICIPANT F: (a 30-39 year old African American female)

1) Same race (both black) and he could relate to my issues because he also experienced them.

2) Communication lines were open...he listened to me, and I listened to him.

3) He had confidence in me and let me run the "show."

PARTICIPANT G: (a 30-39 year old African American male

- 1) Understanding-she understands my wants and desires and she helps me obtain those goals because she understands those goals.
- 2) Race-she keeps in mind the struggles of Black people in the profession; and she keeps me aware of that struggle.

PARTICIPANT H: (a 30-39 year old African American female)

- 1) He seemed to be concerned about helping minorities develop skills and express their creativeness in the classroom.
- 2) He was excited about my working with him in the classroom

PARTICIPANT I: (a 20-29 year old Latina female)

- 1) Friendly mentor.
- 2) Availability.
- 3) Easy to talk to.

From the above responses one can develop a general understanding of how challenging issues of race are in mentoring relationships. This is especially true when individuals are of a different gender. Barriers are formed and the mentoring relationship suffers.

Potentially, individuals lack growth and are absent of the rewards that the mentoring experience can provide. The mentees whose mentors were of the same racial background responded positively about their mentoring experience. Their statements suggested that they were able to express ideas and concerns and openly communicate about issues. These individuals who were of African American and Latina descent exemplified confidence in their abilities to succeed in the program.

Overall, the majority of respondents indicated that the race of their mentor wasn't a major concern to them. They were more concerned with having a mentor who had similar interests, teaching styles, and, if possible, similar personalities. Sharing these qualities makes it easier for the mentor/mentee to identify their strengths and weaknesses and develop strategies on how to build on them.

3) If you had a negative relationship with your mentor, list three reasons why the relationship did not work.

For the most part, the majority of respondents answered N/A (not applicable) to this question. This can be interpreted as an overall positive reaction to their mentoring relationship.

Those respondents who identified with having a negative relationship with their mentor gave reasons why the relationship did not work as successfully as they might have expected. All of the responses were different, with one providing explanations on how mentors can avoid negative experiences. This respondent suggested the following explanations:

PARTICIPANT A: (a 30-39 year old Asian female)

- 1) Don't be afraid to criticize your fellow, because it could be honest advice.
- 2) Be more open to other teaching styles.
- 3) Guide your fellow step by step.

Their reasons why the relationship did not work included the following statements:

PARTICIPANT B: (a 40-49 year old African American female)

- 1) Relationship lacks trust.
- 2) Believe mentoring is best when uncompensated.
- 3) When someone is paid it sets up a different kind of relationship.

PARTICIPANT C: (a 30-39 year old African American male)

- 1) She was overpowering.
- 2) She was un-directive.
- 3) She had hidden agendas.

PARTICIPANT D: (a 40-49 year old African American female)

- 1) Mentor had no investment in the program.
- 2) President seemed unaware of my presence.
- 3) No plan within the department for utilization of the fellowship.

Several other issues that emerged from respondents' responses included the gender and race of their mentor,

their mentor's educational background, and infrequent meetings with their mentor.

4) Based on your participation as a Fellow, list three suggestions you would give future fellows.

All of the respondents answered this question. This gave respondents an opportunity to analyze their own role as a fellow. This provides future fellows with insights of past fellows' experiences. Fellows' suggestions were different depending on their personal accounts. They are as follows:

PARTICIPANT A: (a 40-49 year old African American female)

- 1) Approach the Fellowship with an open mind.
- 2) The gender or race of your mentor sometimes does not really matter.
- 3) Have an idea what your goals are.

PARTICIPANT B: (a 30-39 year old African American female)

- 1) Be realistic in your expectations of the program.
- 2) Decide what you want based on those expectations.

- 3) Be open and honest with your mentor regarding your expectations.

PARTICIPANT C: (a 40-49 year old African American female)

- 1) Attend all relevant meetings and always be prepared.
- 2) Have a clear understanding of the expectations of everyone involved with your fellowship; e.g., the mentor, administrators and others, they all may be different.
- 3) Try to learn as much as possible about the college.

PARTICIPANT D: (a 40-49 year old African American female)

- 1) Investigate the college you are assigned to before taking the fellowship position.
- 2) Make sure you have a good relationship with your mentor.
- 3) Ask to be reassigned if you have a poor relationship.

These responses and others indicated that mentees were passionate about their participation in the program. This was evident given their in-depth accounts of their personal expectations and what future participants should consider.

5) Based on your participation as a Fellow, list three suggestions you would give future mentors.

Again, all of the respondents answered this question. It was apparent that each of the fellow's responses was reflective of their experiences with their mentor at the time of their participation. These are a few examples:

PARTICIPANT A: (a 30-39 year old African American female)

- 1) Be sure you know the intent of the program.
- 2) Understand the fellow's expectations.
- 3) Work with the fellow to ensure a positive experience for both parties.

PARTICIPANT B: (a 30-39 year old African American female)

- 1) Be open-minded.

- 2) Challenge your fellows by giving them assignments that may not necessarily match their skills or talents.

- 3) Give them the "ball" and let them run with it.

PARTICIPANT C: (a 40-49 year old African American female)

- 1) Be understanding and supportive.

- 2) Allow mentee (fellow) to make suggestions.

- 3) A fellow's race or background might be an asset in what he or she brings to the program.

Several of the respondents emphasized the importance of having specific goals and objectives that give them structure throughout the fellowship program. Others indicated the concept of having the mentor aid them in their professional advancement and allow for open discussions about areas they may have been difficult.

Mentees expressed their concerns with having a mentor who was accessible and supportive of the fellowship program. They found that as a mentor they would seek out a person's interest by asking as many questions as possible. In turn, they would provide resources that would facilitate successful outcomes for the mentee.

These suggestions do not imply that these mentees needed their "hands held" throughout their participation as a fellow. But they illustrate how important mentees felt their mentor's role were and the responsibility they had in contributing to their career development. The three additional suggestions below are from different respondents' comments. They included:

- 1) Closely monitor the assigned mentors.
- 2) Devote real time to mentoring.
- 3) Always get to know the fellow personally.

6) What is your overall assessment of the Fellowship Program?

The MFP provided opportunities and exposure for fellows which they otherwise would not have received. It is evident that the program appears to be successful. Respondents stated that certain aspects of the program could change such as a better mechanism for job placement upon completion. The researcher noted differences in these responses between the females and males. For example, the female respondents indicated how the program was a good introduction to teaching whereas the male

respondents strongly emphasized the need for job placement after completing the program. Their answers to these questions are presented as follows:

PARTICIPANT A: (a 30-39 year old African American female)

Good introduction to the Community Technical College System and the teaching profession.

PARTICIPANT B: (a 40-49 year old African American female)

Good, provided me with an opportunity to see inner sanctums of decision-making.

PARTICIPANT C: (a 30-39 year old African American female)

It is a helpful tool to get started in teaching at a college level and learning how other professors approach their work. It helps one to develop their own way of teaching.

PARTICIPANT D: (a 30-39 year old African American male)

It was a great way to introduce prospective instructors and staff to the Community College System. The program is a good program.

PARTICIPANT A: (a 40-49 year old African American male)

It is a wonderful program that should be instituted in other higher education programs.

PARTICIPANT B: (a 30-39 year old African American male)

It has good intentions. It should assess how to achieve goals.

PARTICIPANT C: (a 30-39 year old African American male)

The program is a very good program but it needs to make sure that the Fellows are placed in a position within the system.

7) What benefits have you received from the mentoring relationship?

The mentees viewed their mentoring relationship as rewarding. A few pointed out that their mentoring relationship grew into an on-going friendship. Others were able to establish contacts within and outside the Community College System that provided them with first-hand information regarding job opportunities. For the most part, mentees were unanimous in their identification of the benefits they received from their mentoring relationship. They provided insightful accounts of their benefits.

PARTICIPANT A: (a 40-49 year old African American female)

I gained a great deal of self-confidence from the program and I was able to instill this in my students.

PARTICIPANT B: (a 40-49 year old African American male)

I learned so much from being in the classes. For me teaching is a learning experience.

PARTICIPANT C: (a 30-39 year old African American female)

I have learned how to blend with all personalities and make it work for you. It has been beneficial to have someone lead you and help make the right decisions in the program.

PARTICIPANT D: (a 30-39 year old African American male)

It convinced me that I have the gifts and ability to teach and impact the lives of people (young and old). I fell in love with the Community College System.

PARTICIPANT E: (a 20-29 year old Latina female)

I feel I have been exposed to a variety of students. I feel I can teach at a community college setting. The attitudes of the students makes teaching rewarding.

The responses proved that these mentoring relationships were beneficial to both the mentor and mentee. Mentees stated how they grew personally and acquired a level of confidence that was key to their

success in the program. With this newly found confidence, several of the mentees stated that they were able to teach at any college level. They had rewarding experiences working with students that added to their positive life experiences.

CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Mentoring programs are important in providing an opportunity for African Americans and other people of color to acquire the requisite training in higher education, in this case Community Colleges. Few studies exist about professional and career development mentoring programs for minorities, the success or lack of success of efforts of mentoring relationships and how such programs can be a way to recruit minorities in educational organizations. This study responds to this problem by assessing the mentoring experiences of a sample of participants in the Minority Fellowship Program in Connecticut between 1989-1999.

The purpose of this study was to examine how individuals participating in a Higher Education mentoring program perceived their experiences.

There were several important issues identified by the respondents' perceptions of the MFP. These issues are

relevant in enhancing mentoring relationships, and strengthening areas of program weaknesses.

The respondents' answers to the survey questions indicated participants' overwhelming satisfaction with the fellowship program. The fellowship program for the most part provided fellows with the support that was instrumental in their personal and professional development.

As outlined in chapter I, four research questions guided this study and are reflective of the questionnaire according to the participants' responses. In addition, these research questions were supportive of the results from this research study.

Research question One

Research question one asked, "What factors did mentees perceive as crucial to their determination to complete the Fellowship Program?"

Survey responses to this question indicated that there were a variety of factors that inspired the mentees throughout the Fellowship Program. For example, respondents valued the concepts of mentoring and the rewarding experiences they received from their mentoring

relationships. Other supporting statements to this question included: (a) mentors' commitment to the Fellowship Program's goals and objectives; (b) throughout their participation in the program, respondents indicated that their interpersonal and decision making skills were enhanced; (c) overwhelmingly, respondents stated how important it was for their mentor to attend orientation meetings with them. Throughout the Fellowship Program participants and their mentors were expected to attend four orientation meetings, two held during the fall and two during spring semester. These meetings allowed mentors and mentees to discuss various issues related to their mentoring relationships. Suggestions and feedback were given from the group if individuals were experiencing problems with their mentoring relationship.

Overall, responses indicated mentees had a positive, exciting and encouraging mentoring experience.

Research Question Two

Research question two asked, "What factors did mentees perceive as making significant differences in their mentoring relationships?" There were several responses that supported this statement, for example, (a)

respondents indicated that mentor and mentee should be in the same or related field, 80,7% of the respondents agreed or strongly agreed to this statement; (b) 51.6% indicated the importance of developing trust and respect with their mentor throughout the program; and (c) respondents specifically stated that they shared mutual interest with their mentor.

Research Question Three

Research question three asked, "What factors in their mentoring relationships did mentees perceive influencing their professional development?" There were a number of factors which supported this question, (a) a total of 80.6% of the respondents indicated that their mentor was supportive in advising and providing practical career information; (b) respondents indicated that having their mentor monitor their progress and offering suggestions and alternatives when needed was an important factor to their professional development; (c) a total of 77.5% of the respondents stated that they were encouraged to recognize their strengths and uniqueness, and another 45.2% indicated that they were encouraged to develop professionally; and over half of the respondents further

stated that their mentor worked to encourage them to develop creative problem solving techniques.

Conclusions

Results from this study focused on participant perceptions of the Minority Fellowship Program and their mentoring experiences. The goal of the MFP was to diversify the Connecticut Community-Technical College System by introducing members of minority groups to the Community College System where they may develop an interest in establishing a career in education.

Mentors who participated in the program experienced a variety of incentives which included; diversification of the professional staff, an opportunity of working closely with a fellow who has the potential of becoming their colleague, personal and professional development, and compensation for committing their time and effort to the fellowship program through release from teaching one three credit course at the expense of the college.

As part of this combined commitment, fellows who participated in the program also received several incentives. These included the following; interpersonal skills, leadership skills, and enhancement of their

professional development. Fellows received a stipend each semester that allowed for sufficient financial support throughout the fellowship program.

The MFP selection and matching process of the fellows and mentors are very specific. A search committee that consisted of three members from the professional, teaching, and administrative staff selected fellows.

Mentors who were selected to participate in the MFP must have had an interest and commitment to diversity issues. As part of their training, mentors must have participated in the Center for Teaching mentoring workshops or had an equivalent of mentoring experience, and had demonstrated ongoing efforts at enhancing their professional development.

It would be interesting to know the gender and racial composition among the fellows that were hired, either in administration, or as faculty members.

The program expectations are different for those who are participating as an administrative or teaching fellow. Each fellow is expected to dedicate nine (9) hours per week to the fellowship program. Examples of their responsibilities are outlined as follows:

Teaching Fellows are required to perform six (6) hours per week of teaching-related activities under the

guidance of their mentor. If the fellow has prior teaching experience he/she are then assigned to teach a section. As the year progresses the fellow is expected to take on increased responsibilities that could include projects within other areas of the college. During the second semester the fellow is expected to commit three (3) hours of teaching a course with their mentor.

Responsibilities for administrative fellows are different as related to their activities. Fellows that participate in this capacity are also expected to perform six (6) hours per week in structured administrative activities. In addition to this, three (3) hours per week are reserved for assignments that include, MFP orientation activities, faculty/staff meetings, and participation in other campus meetings and professional development activities.

The majority of the responses revealed that having exposure to teaching at the Community College level provided them with a wonderful opportunity to work with a variety of students and the ability to establish contacts with others in the profession.

Respondents further stated that their mentors provided them with considerable advice on how to establish a successful teaching career within the community college

system. For some, this was their first teaching experience. Respondents who participated as an administrative fellow stated how they were exposed to institutional politics, and the inner sanctions of decision-making. In addition, most were able to participate on various committees and on projects as assigned.

In the final analysis, respondents indicated their satisfaction with attaining program goals and objectives throughout their assigned responsibilities. Many of the respondents indicated their dissatisfaction with the MFP for not offering employment within the system upon their successful completion. Over the ten-year span 1989-1999, approximately fifty-seven (57) fellows have been hired for full or part-time positions.

Findings revealed that respondents were extremely concerned about the fellowship program hiring practices. There were noticeable differences in the responses of the males and females but, not with any great significance. A few examples are shown to show the differences in their expectations of the program. For example, it was recognized that some of the female respondents were more concerned about achieving goals, teaching techniques that will allow them to identify their strengths and

weaknesses, and better communication among the past and present fellows to share experiences. Whereas the a few male respondents were more concerned about employment within the Community College system and the desire to have more freedom throughout their assigned responsibilities. This appears that several of the male respondents, did not have a desire for a mentor.

For the most part, both male and female respondents made references for the fellowship program to establish better hiring practices, increase compensation, and provide better post-program support.

One could speculate the reasons why the fellowship program does not hire more participants each year. For example, since it is a state funded program, funding would probably be dependent upon the budget for that fiscal year; given the recent changes in affirmative action, minority programs have to become more inclusive with their recruitment and hiring strategies; and finally, openings are dependent upon availability in both the teaching and administrative positions.

There are a lot of economic and social developments that are impacting our higher education institutions. These developments change the demographics and work force of our institutions that effect the quality of education

received by individuals of diverse backgrounds. Community Colleges student populations are increasingly growing at rapid pace. Therefore, institutions need to address the issues of minority faculty and administrative recruitment to match the increasing numbers of diverse student populations. As mentioned in the literature, these diverse groups are representative of a range of students. These being from adult learners to various racial and ethnic groups.

Recommendations

The analysis of this data gave insight into the mentoring relationships in the Minority Fellowship Program. Ongoing data collection efforts are needed, particularly about those faculty and administrators who participate as a mentor in the program. In addition, more data are needed to address how the mentors and community colleges adapt to diversity.

Beyond addressing these questions, research data are needed on the discussion of the programs' strengths, weaknesses and recommendations for program improvement.

In addition to the positive reactions from the respondents of the survey, they also provided insight to

specific aspects of the program that could be strengthened. For example, participants strongly recommended that the MFP consider enhancing their hiring practices, as well as increase the monetary stipend to reflect the cost of living and the mentor/mentee matching process. Participants felt that mentors who participate in the program should be committed to the development of their mentees.

The overall design of the program is a good one. The program should consider requiring participants (mentees) to conduct teaching workshops. This would allow mentees an opportunity to develop models on teaching techniques based on skills they have acquired in the program. This is a way to share information and strengthen areas of weakness for the fellow and the fellowship program.

Diversity training workshops should be a requirement for the mentees as well as for the mentors. They could learn ways of assisting members of the community college to adjust to diversity and understand specific needs of diverse groups. This would allow for better understanding and respect for each other throughout their mentoring relationships.

APPENDIX A

LETTERS OF AGREEMENT



UNIVERSITY OF MASSACHUSETTS
AMHERST

Furcolo Hall
Amherst, MA 01003

School of Education

Dear Colleague:

I am presently a doctoral student in Teacher Education and Curriculum Studies at the University of Massachusetts at Amherst. I am currently engaged in researching my dissertation. A critical part of my research involves a survey of the perceptions and levels of satisfaction of the Diversity Fellowship Program (DFP), formerly known as the Minority Fellowship Program (MFP). Under the guidance of Affirmative Action Officer, Kenneth Armstrong, the Diversity Fellowship Program has continued to be successful in providing diverse role models and mentors for the benefit of the participants. Kenneth Armstrong's endorsement signifies the importance of this research.

As a former administrative fellow, I am fully aware of the benefits of working under the supervision of a mentor as well as the objectives and goals of the DFP. Data from this study will assist me in understanding the participants' perceptions of mentoring as related to their relationship with their mentor and aspirations within the Community College System. In addition, this study will provide useful information about the importance of mentoring as it relates to individual learning and professional growth opportunities which I believe are the keys to the success of any mentoring program.

Please answer each section completely and return by November 6, 1999. A self-addressed stamped envelope is enclosed. If you are interested in participating in a focus group discussion, please fill out the enclosed card and return along with the survey. I will follow-up with a call to arrange a date and time for the focus group discussion. Your help will be greatly appreciated by responding promptly.

Your name will remain anonymous and information gathered from this survey will be strictly confidential and used only for professional purposes. The questionnaire has an identification number for mailing purposes only. Your name will never be placed on the questionnaire. Results from this study will be made available upon request. Your participation is vitally important in the successful completion of this research study. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, reading "Vanessa Harris".

Vanessa Harris

Enclosure

APPENDIX B

MINORITY FELLOWSHIP PROGRAM SURVEY

PARTICIPANTS' PERCEPTIONS REGARDING THEIR MENTORING RELATIONSHIPS
IN THE STATE OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGE MINORITY
FELLOWSHIP PROGRAM

QUESTIONNAIRE

This questionnaire pertains to participants' perception, level of satisfaction, and the issues and challenges with the Diversity Fellowship Program, formally known as the Minority Fellowship Program. All surveys are conducted with the highest degree of confidentiality. Thank you for your time and cooperation.

PLEASE READ EACH QUESTION CAREFULLY AND ANSWER THE
APPROPRIATE RESPONSE.

PART I: BACKGROUND INFORMATION

1. Identify your race/ethnicity

☐ AFRICAN/AFRICAN AMERICAN
☐ LATINO/LATINA
☐ WHITE, NON-HISPANIC
☐ AMERICAN INDIAN
☐ ASIAN AMERICAN
☐ ALASKAN NATIVE OR PACIFIC ISLANDER
☐ OTHER

2. Age

☐ 20-29
☐ 30-39
☐ 40-49
☐ 50-59
☐ 60+

3. Sex

☐ MALE
☐ FEMALE

4. Marital Status

- ☐ SINGLE
- ☐ MARRIED
- ☐ DIVORCED
- ☐ WIDOWED

5. Highest degree earned and year completed

- ☐ B.A. OR B.S. DEGREE
- ☐ MASTER'S DEGREE
- ☐ PH.D
- ☐ ED.D
- ☐ OTHER (PLEASE SPECIFY) _____

YEAR COMPLETED _____

6. Please indicate below in which field you hold your present degree(s)

- ☐ EDUCATION
- ☐ ENGINEERING
- ☐ HUMANITIES & FINE ARTS
- ☐ NATURAL SCIENCES & MATHEMATICS
- ☐ SOCIAL & BEHAVIORAL SCIENCES
- ☐ OTHER (Please specify) _____

7. Please indicate where you currently work

- ☐ FOUR YEAR COLLEGE/UNIVERSITY
- ☐ TWO YEAR COLLEGE
- ☐ PRIVATE INSTITUTION
- ☐ PUBLIC INSTITUTION
- ☐ OTHER

8. Please indicate your job title

9. How many years have you been with your present employer

☐ LESS THAN ONE YEAR

☐ 1-4

☐ 5-9

☐ 10-14

☐ 15-29

☐ 30+

10. How many years have you been in your present employment profession

☐ LESS THAN ONE YEAR

☐ 1-4

☐ 5-9

☐ 10-14

☐ 15-29

☐ 30+

11. Please indicate the community college where you participated during the Fellowship Program

☐ ASNUNTUCK

☐ CAPITAL

☐ GATEWAY

☐ HOUSATONIC

☐ MANCHESTER

☐ MIDDLESEX

☐ NAUGATUCK

☐ NORTHWESTERN

☐ NORWALK

☐ QUINEBAUG

☐ THREE RIVERS

☐ TUNXIS

12. Please indicate your position in the Fellowship Program

☐ TEACHING FELLOW

☐ ADMINISTRATIVE FELLOW

13. Please indicate the month/year you started in the Fellowship Program

MONTH _____ YEAR _____

15. Please indicate the gender of your mentor in the Fellowship Program

☐ MALE
☐ FEMALE

16. Please indicate the race/ethnic background of your Mentor

☐ AFRICAN/AFRICAN AMERICAN
☐ LATINO/LATINA
☐ WHITE, NON-HISPANIC
☐ AMERICAN-INDIAN
☐ ASIAN AMERICAN
☐ ALASKAN NATIVE OR PACIFIC ISLANDER
☐ OTHER (PLEASE SPECIFY)

17. I am satisfied with the mentor/mentee matching process

☐ YES
☐ NO

18. How often do you meet with your mentor?

☐ ONCE A WEEK
☐ MORE THAN TWICE A WEEK
☐ ONCE A MONTH
☐ MORE THAN ONCE A MONTH
☐ NEVER

19. Please list any programs (other than the Fellowship Program) that you may consider significant in your professional development

<u>PROGRAM</u>	<u>LENGTH OF PROGRAM</u>	<u>DATE(S) ATTENDED</u>	<u>LOCATION</u>
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20. Please list two positions that you consider to be most important leading to your present position

<u>POSITION</u>	<u>TITLE</u>
-----------------	--------------

PART II: PARTICIPANTS PERCEPTION AND LEVEL OF
SATISFACTION WITH THE MFP

Please read each question and circle the appropriate response:
(Circle one response for each item)

SA Strongly agree
A Agree
U Undecided
D Disagree
SD Strongly disagree

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 21. | Mentoring is important to me | SA | A | U | D | SD |
| 22. | The gender of my mentor has a significant role in my Fellowship experience | SA | A | U | D | SD |
| 23. | The race of my mentor has a significant role in my Fellowship experience | SA | A | U | D | SD |
| 24. | My mentor is supportive in advising and providing practical career information | SA | A | U | D | SD |
| 25. | My mentor provides assistance in the development of skills necessary to succeed in the Fellowship Program | SA | A | U | D | SD |
| 26. | My mentor guides me in developing realistic career goals and expectations | SA | A | U | D | SD |
| 27. | My mentor monitors my progress and offers suggestions and alternatives | SA | A | U | D | SD |
| 28. | My mentor is resourceful and often provides referrals | SA | A | U | D | SD |
| 29. | My mentor outlined an agenda of responsibilities upon the start of the Fellowship | SA | A | U | D | SD |
| 30. | My responsibilities are clearly defined | SA | A | U | D | SD |
| 31. | My responsibilities are challenging | SA | A | U | D | SD |
| 32. | I am encouraged to develop professionally | SA | A | U | D | SD |
| 33. | I rely on colleagues for advice | SA | A | U | D | SD |

34.	I am encouraged to propose and/or change projects	SA	A	U	D	SD
35.	I maintain contact with my mentor	SA	A	U	D	SD
36.	Mentor/mentee should be in same or related field	SA	A	U	D	SD
37.	My mentor communicates ideas, instruction and concerns effectively	SA	A	U	D	SD
38.	My mentor is committed to the program goals/objectives	SA	A	U	D	SD
39.	My mentor encourages me to recognize my strengths and uniqueness and to build on them	SA	A	U	D	SD
40.	My mentor encourages me to develop creative problem solving techniques	SA	A	U	D	SD
41.	My mentor works with me on issues of self-motivation, self-discipline and goal setting when needed	SA	A	U	D	SD
42.	The participation in the program enhances my interpersonal skills	SA	A	U	D	SD
43.	The participation in the program enhances my decision making skills	SA	A	U	D	SD
44.	The participation in the program enhances my leadership skills/style	SA	A	U	D	SD
45.	I am encouraged to participate in proposal/grant writing	SA	A	U	D	SD
46.	My mentor includes me in curriculum development	SA	A	U	D	SD
47.	My mentor includes me in survey evaluation development	SA	A	U	D	SD
48.	Trust and respect is between my mentor and myself	SA	A	U	D	SD

49.	My mentor and I share mutual interests	SA	A	U	D	SD
50.	The Fellowship Program greatly inspires my decision to become an administrator in higher education	SA	A	U	D	SD
51.	The Fellowship Program greatly inspires my decision to become a professor in higher education	SA	A	U	D	SD
52.	The Fellowship Program inspires my decision to become an administrator within the community college system	SA	A	U	D	SD
53.	The Fellowship Program inspires my decision to become a professor within the community college system	SA	A	U	D	SD

PART III: PARTICIPANTS ISSUES AND CHALLENGES OF THE MFP

Please read each question carefully and circle the appropriate response:
(Circle one response for each item)

A Always
O Often
H Half the time
S Seldom
N Never

54.	My participation in the activities/meetings has an impact on the culture of the community college	A	O	H	S	N
55.	While participating in the Fellowship Program how often do you experience isolation within the community college	A	O	H	S	N
56.	While participating in the Fellowship Program how often do you experience isolation from your mentor	A	O	H	S	N
57.	My mentor constantly articulates his/her expectations of me	A	O	H	S	N

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 58. | My mentor is often supportive of recommendations I provide | A | O | H | S | N |
| 59. | I participate in instructional activities | A | O | H | S | N |
| 60. | I participate in administrative activities | A | O | H | S | N |
| 61. | How often does your mentor attend the orientation activities/meetings | A | O | H | S | N |
| 62. | The program goals and objectives adequately meet my expectations | A | O | H | S | N |
| 63. | How often are you responsible for planning, supervising and implementing programs and/or instructional activities | A | O | H | S | N |
| 64. | How often does your mentor encourage you to be a risk-taker | A | O | H | S | N |
| 65. | How often does your mentor give advise on how to achieve goals | A | O | H | S | N |

PART IV: PARTICIPANTS FEEDBACK AND RECOMMENDATIONS

- A. Describe your mentoring experience.
- B. If you have a positive relationship with your mentor, list three reasons why the relationship works.
- C. If you have a negative relationship with your mentor, list three reasons why the relationship does not work.

- D. Based on your participation as a Fellow, list three suggestions you would give future fellows?
- E. Based on your participation as a Fellow, list three suggestions you would give future mentors?
- F. What is your overall assessment of the Fellowship Program?
- G. What benefits have you received from the mentoring relationship?
- H. Do you anticipate employment within the Connecticut Community-Technical College System? ☐ Yes ☐ No
- i) If so, what title/position
-
- I. Are you provided with program support? ☐ Yes ☐ No
- i) If so, do you find the support to be helpful?
-
- J. Please comment on improvements needed or other recommendations you may have to strengthen the quality of the Fellowship Program.

APPENDIX C

WEB PAGE FOLLOW-UP COVER LETTER

Follow-up Letter

Dear Colleague:

About three weeks ago I wrote to you seeking your participation in completing a survey about the perceptions and levels of satisfaction of the Diversity Fellowship Program (DFP), formerly known as the Minority Fellowship Program (MFP). As of today I have not received your completed questionnaire.

In order for the results of this study to be truly representative of the opinions of the (DFP), it is vitally important that each participant return the questionnaire. Information gathered from this survey will be strictly confidential.

In the event that your questionnaire has been lost or misplaced, for your convenience I have established a web page for the survey. To access the survey web address type: (<http://www-unix.oit.umass.edu/~vharris/>). If you are not able to access the web I am enclosing a replacement with a self-addressed stamped envelope for your convenience. If you are interested in participating in a focus group discussion, please fill out the enclosed card and return along with the survey. Your help will be greatly appreciated by responding promptly.

Your participation is vitally important for the successful completion of this research study. Thank you for your consideration and assistance.

Sincerely,

Vanessa Harris

APPENDIX D

WEB PAGE FOLLOW-UP SURVEY

PARTICIPANTS' PERCEPTIONS REGARDING MENTORING RELATIONSHIPS IN THE STATE
OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGE MINORITY FELLOWSHIP
PROGRAM

QUESTIONNAIRE

This questionnaire pertains to participants perception, level of satisfaction, and the issues and challenges with the Diversity Fellowship Program, formally the Minority Fellowship Program. All surveys are conducted with the highest degree of confidentiality. Thank you for your time and cooperation. **PLEASE RESPOND TO THE SURVEY ON OR BEFORE FEBRUARY 18, 2000.**

PLEASE READ EACH QUESTION CAREFULLY AND ANSWER THE APPROPRIATE RESPONSE.

Name:

E-Mail Address:

PART I: BACKGROUND INFORMATION

1. Identify your race/ethnicity (Check the Ones that apply)

- ☐ AFRICAN/AFRICAN AMERICAN
- ☐ LATINO/LATINA
- ☐ WHITE, NON-HISPANIC
- ☐ AMERICAN INDIAN
- ☐ ASIAN AMERICAN
- ☐ ALASKAN NATIVE OR PACIFIC ISLANDER
- ☐ OTHER

2. Age

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

3. Sex

- ☐ MALE
- ☐ FEMALE

4. Marital Status

- ☐ SINGLE
- ☐ MARRIED
- ☐ DIVORCED

☐ WIDOWED

5. Highest degree earned and year completed

☐ B.A. OR B.S. DEGREE

☐ MASTER'S DEGREE

☐ PH.D

☐ ED.D

☐ OTHER (PLEASE SPECIFY)

YEAR COMPLETED

6. Please indicate below in which field you hold your present degree(s)

☐ EDUCATION

☐ ENGINEERING

☐ HUMANITIES & FINE ARTS

☐ NATURAL SCIENCES & MATHEMATICS

☐ SOCIAL & BEHAVIORAL SCIENCES

☐ OTHER (Please specify)

7. Please indicate where you currently work

☐ FOUR YEAR COLLEGE/UNIVERSITY

☐ TWO YEAR COLLEGE

☐ PRIVATE INSTITUTION

☐ PUBLIC INSTITUTION

☐ OTHER

8. Please indicate your job title

9. How many years have you been with your present employer

☐ LESS THAN ONE YEAR

☐ 1-4

☐ 5-9

☐ 10-14

☐ 15-29

☐ 30+

10. How many years have you been in your present employment profession

☐ LESS THAN ONE YEAR

☐ 1-4

☐ 5-9

☐ 10-14

- ☐ ASIAN AMERICAN
- ☐ ALASKAN NATIVE OR PACIFIC ISLANDER
- ☐ OTHER (PLEASE SPECIFY)

17. I was satisfied with the mentor/mentee matching process

- ☐ YES
- ☐ NO

18. How often did you meet with your mentor

- ☐ ONCE A WEEK
- ☐ MORE THAN TWICE A WEEK
- ☐ ONCE A MONTH
- ☐ MORE THAN ONCE A MONTH
- ☐ NEVER

19. Please list any programs (other than the Fellowship Program) that you may consider significant in your professional development

PROGRAM

LENGTH OF PROGRAM

DATE(S) ATTENDED

LOCATION

20. Please list two positions that you consider to be most important leading to your present position

a. POSITION & TITLE

b. POSITION & TITLE

PART II: PARTICIPANTS PERCEPTION AND LEVEL OF SATISFACTION OF THE MFP

Please read each question and click the circle for the appropriate response:
(Click one circle response for each item)

SA Strongly agree
A Agree
U Undecided
D Disagree
SD Strongly disagree

21. Mentoring is important to me
☒ SA ☐ A ☐ U ☐ D ☐ SD

22. The gender of my mentor had a significant role in my Fellowship experience
☐ SA ☐ A ☐ U ☐ D ☐ SD

23. The race of my mentor had a significant role in my Fellowship experience
☐ SA ☐ A ☐ U ☐ D ☐ SD

24. My mentor was supportive in advising and providing practical career information ☐ SA
☐ A ☐ U ☐ D ☐ SD

25. My mentor provided assistance in the development of skills necessary to succeed in the Fellowship Program
☐ SA ☐ A ☐ U ☐ D ☐ SD

26. My mentor guided me in developing realistic career goals and expectations
☐ SA ☐ A ☐ U ☐ D ☐ SD

27. My mentor monitored my progress and offered suggestions and alternatives
☐ SA ☐ A ☐ U ☐ D ☐ SD

28. My mentor was resourceful and often provided referrals
☐ SA ☐ A ☐ U ☐ D ☐ SD

29. My mentor outlined an agenda of responsibilities upon the start of the Fellowship ☐ SA
☐ A ☐ U ☐ D ☐ SD

30. My responsibilities were clearly defined
☐ SA ☐ A ☐ U ☐ D ☐ SD

31. My responsibilities were challenging
☐ SA ☐ A ☐ U ☐ D ☐ SD

32. I was encouraged to develop professionally
☐ SA ☐ A ☐ U ☐ D ☐ SD

33. I relied on colleagues for advice
☐ SA ☐ A ☐ U ☐ D ☐ SD
34. I was encouraged to propose and/or change projects
☐ SA ☐ A ☐ U ☐ D ☐ SD
35. I maintain contact with my mentor
☐ SA ☐ A ☐ U ☐ D ☐ SD
36. Mentor/mentee should be in same or related field
☐ SA ☐ A ☐ U ☐ D ☐ SD
37. My mentor communicated ideas, instruction and concerns effectively
☐ SA ☐ A ☐ U ☐ D ☐ SD
38. My mentor was committed to the program goals/objectives
☐ SA ☐ A ☐ U ☐ D ☐ SD
39. My mentor encouraged me to recognize my strengths and uniqueness and to build on them

☐ SA ☐ A ☐ U ☐ D ☐ SD
40. My mentor encouraged me to develop creative problem solving techniques
☐ SA ☐ A ☐ U ☐ D ☐ SD
41. My mentor worked with me on issues of self-motivation, self-discipline and goal setting when needed
☐ SA ☐ A ☐ U ☐ D ☐ SD
42. The participation in the program enhanced my interpersonal skills
☐ SA ☐ A ☐ U ☐ D ☐ SD
43. The participation in the program enhanced my decision making skills
☐ SA ☐ A ☐ U ☐ D ☐ SD
44. The participation in the program enhanced my leadership skills/style
☐ SA ☐ A ☐ U ☐ D ☐ SD
45. I was encouraged to participate in proposal/grant writing
☐ SA ☐ A ☐ U ☐ D ☐ SD
46. My mentor included me in curriculum development
☐ SA ☐ A ☐ U ☐ D ☐ SD
47. My mentor included me in survey evaluation
☐ SA ☐ A ☐ U ☐ D ☐ SD
48. Throughout the Fellowship Program, trust and respect increased between my mentor and myself

☐ SA ☐ A ☐ U ☐ D ☐ SD

49. My mentor and I shared mutual interests

☐ SA ☐ A ☐ U ☐ D ☐ SD

50. The Fellowship Program greatly inspired my decision to become an administrator in higher education

☐ SA ☐ A ☐ U ☐ D ☐ SD

51. The Fellowship Program greatly inspired my decision to become a professor in higher education

☐ SA ☐ A ☐ U ☐ D ☐ SD

52. The Fellowship Program inspired my decision to become an administrator within the community college system

☐ SA ☐ A ☐ U ☐ D ☐ SD

53. The Fellowship Program inspired my decision to become a professor within the community college system

☐ SA ☐ A ☐ U ☐ D ☐ SD

PART III: PARTICIPANTS ISSUES AND CHALLENGES OF THE MFP

Please read each question and click the circle for the appropriate response:
(Click one circle response for each item)

A Always

O Often

H Half the time

S Seldom

N Never

54. My participation in the activities/meetings impacted the culture of the community college

☐ A ☐ O ☐ H ☐ S ☐ N

55. While participating in the Fellowship Program how often did you experience isolation within the community college

☐ A ☐ O ☐ H ☐ S ☐ N

56. While participating in the Fellowship Program how often did you experience isolation from your mentor

☐ A ☐ O ☐ H ☐ S ☐ N

57. My mentor constantly articulated his/her expectations of me

☐ A ☐ O ☐ H ☐ S ☐ N

58. My mentor was often supportive of recommendations I provided

☐ A ☐ O ☐ H ☐ S ☐ N

59. I participated in instructional activities

E. Based on your participation as a Fellow, list three suggestions you would give future mentors?

F. What is your overall assessment of the Fellowship Program?

G. What benefits have you received from the mentoring relationship?

H. Were you offered employment within the Connecticut Community-Technical College System? ☐ Yes ☐ No

I. Were you provided with post-program support?
☐ Yes ☐ No

If so, did you find the support to be helpful in seeking employment?

J. Please comment on improvements needed or other recommendations you have to strengthen the quality of the Fellowship Program.

Submit Query

Clear



Send comments and questions to [Vanessa Harris](#)

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